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“Mind the gap”: how a university can bridge the gap between expectations and reality for adult undergraduate students

J Thomas Helton

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**“MIND THE GAP”: HOW A UNIVERSITY CAN BRIDGE THE GAP BETWEEN
EXPECTATIONS AND REALITY FOR ADULT UNDERGRADUATE STUDENTS**

By

J. Thomas Helton

A Dissertation submitted to the Faculty of Columbus State University in partial fulfillment of the
requirements for the degree of

Doctor of Education in Educational Curriculum and Leadership

Columbus State University

Columbus, Georgia

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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

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John Thomas Helton

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Abstract

Adult undergraduate students find that returning to college is much like building a house of cards (Hardin, 2008). In this cross-sectional survey methodology study, the author focuses on the performance gap between the importance and satisfaction of adult students with a range of priorities, programs, policies, and support systems. Data was collected through two surveys, the web-based Adult Learner Inventory (ALI), administered to all undergraduate students aged 25 and older enrolled at the public, four-year, comprehensive university in the spring of 2011, and the Institutional Self-Assessment Survey (ISAS), completed by the administrators responsible for adult student programming. The ISAS is a self-assessment tool for an institution to examine reflectively its resources, structures, and practices in light of nine principles for effective instruction for adults. The ISAS responses and the ALI performance gaps are compared to focus on institutional programs and structures that may impact the performance gap both positively and negatively. Findings form the basis of strategies for refining, strengthening, or developing support programs to enhance adult student recruitment, progression, and graduation (RPG). Results suggest adult students are satisfied with access to data and technology, quality of instruction, and academic expectations, but are less satisfied with flexibility of schedules, proactive advising to stay on track, and guidance in developing an overall educational plan.

Key words: Adult undergraduate students, retention, progression, graduation, (RPG), adult learner inventory, cross-sectional survey

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Mind the Gap”: How a University Can Bridge the Gap Between Expectations

and Reality for Adult Undergraduate Students

Chapter One

Introduction

Of the many fascinations of one’s first trip to the exciting city of London and the United Kingdom is the introduction to the phrase, “mind the gap.” The phrase was introduced in 1969 on the London Underground as a warning to passengers of the train to be cautious as they stepped to cross the gap between the train door and the station platform (Wikipedia, 2011). The gap is a dangerous, but natural, consequence of a straight train car stopping at a curved platform. In efforts to warn passengers, both visual caution signs and auditory recorded announcements have been created to keep passengers from being caught unaware and injured by stepping into the gap. The gap between the expectations and the realities for adult undergraduates may be a similar natural consequence of nontraditional undergraduates entering a traditional university world, and this gap may be equally treacherous for the student and the institution. While the gap may be a natural consequence in the university environment, the extent to which an institution can understand and bridge the gap will be reflected in its ability to attract, retain, and graduate qualified adult undergraduate students. Research from the National Adult Learners’ Satisfaction-Priorities Report indicates that the greater the fit between expectations of adult learners and the reality of the college experience, the greater the likelihood for persistence (Council for Adult and Experiential Learning, 2010). Some researchers believe higher education is still somewhat of an elitist environment because it has been anchored in traditions of residential, full-time, selective

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education for young adult leaders. While many colleges claim open access and support for all students, few provide the same nurturing environment for nontraditional and traditional students (Hansman, Kasworm, & Sissel, 2001). The successful institution must create an environment and support system that bridges the gaps and removes the barriers that stand in the way of successful academic achievement for adult undergraduates. For many adult students, fulfilling their goals and returning to college is much like building a house of cards. In order to be successful, each part of their lives must be in place and carefully balanced. The careful balance may collapse as a result of changes whether created by the student, the family, or the institution (Hardin, 2008).

Scanlon (2008) concludes that contemporary political and economic context has ensured that adults continually return to education to avoid both social and economic marginalization. Of the 20 fastest growing occupations, 12 require the associate degree or higher; and these 20 occupations account for more than one-third of all new jobs, 5.8 million combined, over the 2008-18 period. Occupations in the associate degree category are projected to grow at about 19%; and occupations in the master's and first professional degree categories are anticipated to grow by about 18% each; and occupations in the bachelor's and doctoral degree categories are expected to grow by about 17% each (Bureau of Labor Statistics, 2010).

Purpose of the Study

The purpose of this study was to discover the keys to success for adult students from their own perspectives of what they viewed as important and the barriers they perceived that produced the negative forces against that success. Relationship issues may emerge between the adult student and the institution as a result of the gap between the expectations of the adult learner and the realities they face as students in the services and support systems offered by the institution. The study focused on exploration of those gaps that affect adult student satisfaction and sought

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to interpret those performance gaps to understand the programs and practices that might bridge the identified gaps for the adult undergraduate student and ensure the student's persistence.

Findings from Horn's 1996 study on nontraditional student trends revealed that nontraditional students were much less likely to earn a degree within 5 years of beginning their postsecondary education, and far more likely to leave school without returning than were their traditional counterparts. Among undergraduates with a bachelor's degree objective, about one-third (31 %) of nontraditional students had attained a degree within 5 years, compared with more than half (54 %) of traditional students. Nontraditional students were also more than twice as likely to drop out of school in their first year (38 % versus 16 %.) Interestingly, if the students persisted to their second year, nontraditional rates of attrition were much closer to the rates of traditional students. Retention and attrition are relational issues as recognized from the researcher's previous professional experiences in enrollment management. Relationships are built on reciprocal needs and when one or the other fails to meet those needs, the relationship breaks down. In much the same way, when the relationship between the student and the institution breaks down, attrition may result. More research has been directed toward why adult students drop out, whether for positive or negative reasons, than why they stay, or persist (Bean & Metzner, 1985, Frey, 2007, Scanlon, 2008, Park & Choi, 2009, Giancola, et.al, 2009). Relationship issues between the adult student and the institution may be a result of the gap between the expectations of adult learners and the realities they face as students. The purpose of this study is to focus on the gaps that affect adult student satisfaction and to understand the programs and practices that bridge those gaps for the adult undergraduate student, optimizing the student's persistence.

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Statement of the Problem

The gap for students may be a natural consequence of nontraditional students in a traditional environment, but the extent to which an institution can bridge the gap will be reflected in its ability to attract and retain qualified adult undergraduate students. Hansman, Kasworm and Sissel (2001) concluded that higher education is still somewhat of an elitist environment because it has been anchored in traditions of residential, full-time, selective education for young adult leaders. To be successful in meeting the needs of the adult learner, an institution must focus on the support systems that remove the barriers standing in the way of successful academic achievement and program completion for adult undergraduates. Silva, Calahan, and Lacireno-Paquet (1998) identified four major barriers to education for working adults: lack of time, family responsibilities, scheduling and location of courses, and the cost of education. Since adult learners are often balancing work and family responsibilities with course work, it is essential that course options and administrative services are accessible and convenient (Frey, 2007).

Megginson identified six themes that emerge as incentives for Registered Nurses pursuing advanced degrees to BSN level: the right time in life; enhancing options; looking inward and achieving personal goals; maintaining credible professional identity; being encouraged by contemporaries; and having coursework accepted from previous nursing education in transfer of credits. Five factors emerged as disincentives: no time as a result of personal commitments, such as childrearing; fear and lack of confidence; lack of recognition of past educational and life accomplishments; not enough differentiation between less qualified RNs and those with BSNs in terms of salaries and job prospects; and previous negative experiences in their nursing schools (Megginson, 2008). Similar findings emerged from a national report on adult learners' satisfaction and priorities (CAEL, 2009). Availability of the program and convenience were the primary motivating factors for enrollment, followed closely by flexible pacing and time required

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to complete the program. Availability of financial assistance and ability to transfer credits also played a strong factor in enrollment decision making. While not always citing specific financial rewards as a motivation, enhancing options and personal satisfaction are often euphemisms for improved job satisfaction, salary improvement, and improved lifestyle (Megginson, 2008). Pace University and Bismarck State College studied two online programs and found that respondents in both programs reported work-related events or demands, family events or demands, and personal events or health needs as the three obstacles most frequently cited (CAEL, 2007).

However, the vast majority of the students in the two online programs who responded to the survey persisted toward completion of the goal despite the length of time it took them to complete. Of the 589 students from both programs, only 10% described themselves as “leaving the programs permanently.” Sixteen percent described themselves as “graduates;” 49% described themselves as currently enrolled, and 26% described themselves as taking a break, but with the full intentions to re-enroll. Park and Choi (2009) also looked at the factors that affect adults in online classes to persist or drop out and found a statistical difference in perceptions of family and organizational support, and satisfaction and relevance. Their study also showed that the theoretical framework, which includes family support, organizational support, satisfaction and relevance in addition to individual characteristics, is able to predict a learner’s decision to drop out or persist to completion. Adult learners are more likely to drop out of online courses when they do not receive support from their family and/or organization regardless of learners’ academic preparation and aspiration. Giancola, Grawitch, and Borchert (2009) approached the barriers, or obstacles, as the stressors of college for adults and found family-school conflict and school-work conflict emerged as key stressors. They suggested that universities may be able to alleviate inter-role conflicts by integrating families and employers into their services. Families

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can be invited to orientations; childcare can be provided onsite; and letters of support, dean's lists, announcements, and invitations to commencement and events where appropriate can be extended to employers.

In a 2009 study by Wolfe called "Older Women Learners in Transition" the labor statistics definition for older worker, 55 years old and above, was used. Wolfe looked at the environmental and interactive adjustments needed to establish strategies to create an atmosphere of trust and connectiveness. The themes reflect common findings in other literature focused on broader definitions: learning climates that foster inquiry and critical thinking; opportunities for collaboration in and out of the classroom; unconditional positive regard in the classroom; shared belief in the potential for each group member to succeed; and reinforcement of the value of interpersonal support and interpersonal relationships.

Definitions

Supported by the data that the average age of the target population for this study is 25 years of age, the researcher chose to follow the traditional age definition as Bean and Metzner (1985) and define the adult student as aged 25 or older. Adult students and nontraditional students were used interchangeably. Retention and persistence were used interchangeably and defined as completing the intended program of study, usually defined as graduation, but may include those who graduate from programs in other institutions after completing their intended coursework at the university in the study. Attrition and dropping out were also used interchangeably. ALI referred to the Adult Learner Inventory and ISAS refers to the Institutional Self-Assessment Survey.

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Assumptions Related to the Study

The exact definition of what constitutes an adult student is a common topic of discussion in research. Often age (especially being over the age of 24) is used as the defining characteristic and can act as a substitute variable to capture the large, heterogeneous population of adult students who have work, family, and personal responsibilities along with other life situations that can interfere with persistence toward the successful completion of educational objectives (Bean & Metzner, 1985). Levinson and Levinson (1996) state that early adult transition occurs between the ages of 17 and 22 suggesting that since traditional undergraduate students are usually between the ages of 18 and 24, most undergraduates are adults. Horn (1996) identified a nontraditional student by the presence of one or more of the following seven characteristics: delayed enrollment into postsecondary education, attended part time, was financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. Malcolm Knowles was referred to by some as the “Father of Adult Education” having authored 19 books and more than 200 articles, many of which are currently being used as textbooks in graduate adult education (Henschke, 1997). Knowles identified adult learners by two criteria: 1) an individual who performs roles associated by today’s culture with adults (e.g., worker, spouse, parent, soldier, responsible citizen); and 2) an individual who perceives himself/herself to be responsible for his/her own life (Knowles, 1984). For Horn’s study, rather than focusing on age or other background characteristics, the criteria was more similar to the Knowles definition, choosing to identify nontraditional students by choices and behavior rather than age. Horn’s intention was to identify factors that may increase students' risk of attrition and use those risks to formulate strategies for intervention at various stages in a student's school life to adjust choices and change behavior. With this intention, three sets of criteria were used: 1) enrollment patterns, 2) financial and

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family status, and 3) high school graduation status. Horn then further characterized nontraditional students as minimally nontraditional (one characteristic), moderately nontraditional (2 or 3 characteristics), or highly nontraditional (4 or more characteristics).

Studies on nontraditional student trends revealed that nontraditional students were much less likely to earn a degree within 5 years of beginning their postsecondary education, and far more likely to have left school without returning than were their traditional counterparts (Horn, 1996). Among undergraduates with a bachelor's degree objective, about one-third (31%) of nontraditional students had attained a degree within 5 years, compared with more than half (54%) of traditional students. Nontraditional students were also more than twice as likely to drop out of school in their first year (38% versus 16%.) Retention and attrition are relational issues in enrollment management. Relationships are built on reciprocal needs and when one or the other fails to meet those needs, the relationship breaks down. In much the same way, when the relationship between the student and the institution breaks down, attrition is the result. The researcher expects to discover that student demographics (age, gender, marital status) will not be identified as factors correlating to student success; flexible schedules, access to advising, instructional design, and communication will be identified by both the adult students and the institution as correlating significantly to student success; and the adult students will not perceive those priorities as being met by the institution and gaps will exist between their expectations and the realities they face as students. The population of students who are 35 years of age and older increased by 65% between 1985 and 1996 (CAEL, 2000). In the most recent review of findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2010 data collection, 15% of undergraduates were first-time students enrolled full-time. An additional 4% of undergraduates were first-time students enrolled part-time; 49% were other than first-time

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students enrolled full-time; and 32% were other than first-time students enrolled part-time (NCES, 2002). The students represented in the “other than first-time”, both full-time and part-time, are commonly included in the nontraditional classification. If the traditional undergraduate is characterized as one who earns a high school diploma, enrolls full time immediately after finishing high school, depends on parents for financial support, and either does not work or works part time, he/she is the exception rather than the rule. In 1999–2000, just 27% of undergraduates met all of these criteria leading the Findings from the Nontraditional Undergraduates report in the Condition of Education 2002 from the National Center for Education Statistics to conclude that almost three-quarters of undergraduates are in some way “nontraditional.” Two-thirds of nontraditional students perceive their primary role to be an employee first, which suggests that school does not have primary focus of their time and energy (NCES, 2002).

Significance of the Study

Across the nation, thirty-three states have joined Complete College America, a national nonprofit based in Washington, D.C., and funded by several humanitarian and educational foundations including Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, Lumina Foundation for Education, W. K. Kellogg Foundation, and USA Funds. The group’s guiding philosophy stems from their estimates that 60% of all jobs will require a college education by the year 2020. Since 2009, the nonprofit has focused on the single mission to increase significantly the number of Americans with quality career certificates or college degrees with particular attention to closing the attainment gaps for traditionally underrepresented populations. Between 1970 and 2009, the undergraduate enrollment population more than doubled, but the completion rate has remained virtually unchanged. Progress has been

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made in providing access to college, but the same progress has not been achieved in helping those students achieve a degree. With underwriting by the Bill and Melinda Gates Foundation, Public Agenda surveyed more than 600 young adults, aged 22 to 30, who had some higher education coursework completed. The students surveyed cited the number one reason for their failure to graduate was that they had to work and go to school at the same time. Despite their efforts, the stress of juggling both commitments eventually led to their dropping out of school (DuPont, Johnson, Ott, & Rochkind, 2009). Among students in four-year schools, the U. S. Department of Education reports that 45% work more than 20 hours a week. The traditional ideal of the residential college envisioned by most may be more myth than reality today since only about 25% of current undergraduates experience that model. Unless the American educational systems find ways to enhance the rate of completion, the current generation of college-age Americans may be less educated than their parents' generation (NCHEMS, 2010). Not only should America be concerned within its country but even more so as it looks to the rapidly increasing global economy. America no longer holds its place as first in the world in the percentage of young adults with college degrees. The US is now alarmingly ranked 10th according to the Organization for Economic Cooperation and Development.

In Georgia, only 42% of the young adults qualify as having some form of college education whether certificate, associate's degree, or bachelor's degree. As a participant in the Complete College America, the governor has committed to a concerted statewide effort to reach the 60% mark projected to meet the workforce needs of the state. Georgia's Higher Education Completion Plan 2012 outlines new forms of collaboration and accountability among the various organizations responsible for or reliant on higher education. Of the Georgians in the workforce, 22%, nearly 1 million working adults, have earned some college credit, but have not completed a

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degree. Without significant intervention, Georgia faces a future where a majority of the available jobs will be out of reach of a majority of its people. For the state of Georgia to move from the current 42% to the goal of 60% will require approximately 250,000 additional graduates (University System of Georgia, 2011).

Limitations of the Study

While the Adult Learner Inventory provided comparison with national norms, the focus of this study was a single medium sized, regional, state, comprehensive university in the southern United States. Findings may not be appropriate for generalization to the larger adult student population across the region or country. The relatively low rate of return for the survey instrument (13%) may also limit the findings and not represent accurately the general population surveyed. The Institutional Self-Assessment Survey provides benchmark comparisons with responses from other community colleges and four-year institutions, but findings may be limited since no reliability data or validity studies are provided for the instrument. For this study, age 25 or older was used as the definition for adult students. As noted by Knowles (1984) and Horn (1996), the definition of the adult student or the nontraditional student is more complex than can be explained by age alone. Surveys themselves have inherent weaknesses in that they are exploratory and one can make inferences from the findings, but not at the strength level of experimental or quasi-experimental research.

Summary

The gap between the expectations and the realities for adult undergraduates can be treacherous for the student and the institution. Research from the National Adult Learners' Satisfaction-Priorities Report indicates that the greater the fit between expectations of adult

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learners and the reality of the college experience, the greater the likelihood for persistence (CAEL, 2010). While the gap may also be a natural consequence of nontraditional students in a traditional environment, the extent to which an institution can bridge the gap will be reflected in its ability to attract and retain qualified adult undergraduate students. While many colleges claim open access and support for all students, few provide the same nurturing environment for nontraditional as traditional students (Hansman, Kasworm, & Sissel, 2001). For an institution to be an adult learning focused institution, the same nurturing environment and support systems that bridge the gaps and remove the barriers that stand in the way of successful academic completion must be in place for both traditional and nontraditional students.

The perspectives of the adult students, centered on what they view as important and their level of satisfaction, was the purpose of this study. The distance between the importance and satisfaction may hold the key to discovering if relationship issues exist between the adult student and the institution. The gap between the expectations of the adult learner and the realities they face as students may lead to additions, expansions, or adjustments in the services and support systems offered by the institution. The performance gaps as identified by satisfaction ratings are benchmarked against a national survey of adult students to gain a better understanding of best-practice programs and services that might bridge those gaps for the adult undergraduate student to increase retention, progression, and graduation. Historically, a traditional undergraduate has been characterized as a student one who graduates from high school, enrolls full time in college immediately after finishing high school, is supported financially by his/her parents, and works part time or not at all. In today's higher education environment, those meeting that definition are the exception rather than the rule. In 1999–2000, just 27% of undergraduates met all of these criteria leading the Findings from the Nontraditional Undergraduates report in the Condition of

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Education 2012 from the National Center for Education Statistics to conclude that almost three-quarters of undergraduates are nontraditional. These nontraditional students must balance school with work, home, and family responsibilities and be flexible enough to shift constantly their focus among their various commitments. Many nontraditional students perceive their primary role to be as an employee and school is not the primary focus of their attention. One evidence of this lack of focus is that among undergraduates with a bachelor's degree objective, about one-third (31%) of nontraditional students had attained a degree within five years, compared with more than half (54%) of traditional students. In addition, 38% of nontraditional students were likely to drop out of school in their first year compared to only 16% of traditional students. Interestingly, if the students persisted to their second year, nontraditional rates of attrition were much closer to the rates of traditional students (Horn, 1996.)

Between 1970 and 2009, the undergraduate enrollment population more than doubled, but the completion rate has remained virtually unchanged. Progress has been made in providing access to college, but the same progress has not been achieved in helping those students achieve a degree. The traditional, residential college of the past may be more myth than reality today since only about 25% of current undergraduates experience that model. Institutions must focus on the remaining 75% in the nontraditional category if the United States will regain its prominence on the world stage in production of college graduates. According to the Organization for Economic Cooperation and Development, America is now alarmingly ranked 10th in the world in the percentage of young adults with college degrees. Without changes in the American educational systems to find creative options to enhance the rate of academic program completion, the current generation of college-age Americans may be the first generation to be less educated than their parents (NCHEMS, 2010). Of the Georgians in the workforce, 22%,

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nearly 1 million working adults (22%), have earned some college credit, but have not completed a degree. Across the state of Georgia, only 42% of the young adults qualify as having some form of college completion whether certificate, associate's degree, or bachelor's degree. In the growing technological and global society and without significant intervention, the future for Georgia portends to be one where the majority of the available jobs may be out of reach of a majority of its workforce.

Based on the literature review, the author expected to discover that affordable programs, flexible schedules, access to advising, innovative instructional design, and credit for experiential learning and life skills would be identified by the adult undergraduate students as important to their successful completion of their academic programs. These priorities would emerge as important for success, but the adult learners would not perceive those priorities as being met by the institution. Gaps would exist between their expectations and their satisfaction with the realities they face as students. The institution was expected to evaluate itself as providing the necessary support services for student success and offering a quality academic program that is both affordable and accessible.

Chapter Two

Philosophical Underpinnings

Andragogy is the art and science of helping adults learn, facilitating self-directed teaming, collaborative group dynamics, and participatory involvement of adults in designing strategies for adult instruction. This teaching concept is in contrast with pedagogy, the art and science of teaching children. Alexander Kapp, a German grammar school teacher, in 1833, coined the term andragogy to describe the educational paradigm employed by the Greek philosopher Plato (Ozuah, 2005). Malcolm Knowles adapted the word and idea for the concept from a European colleague, Eduard C. Lindeman, and popularized it in the United States, in short, the idea that adults need to be treated like adults and taught differently from children, (Henschke, 1997). Many people believe the concept to be new in that the term pedagogy was formally introduced in the 17th century and andragogy was introduced in the 19th century. However, the great teachers of ancient times all used mental inquiry as a process and believed in active participation of the learner rather than passive reception of information (Ozuah, 2005). For much of the 20th century, adult learning was understood as purely a cognitive process in which the mind absorbed facts and information, converted it to knowledge, which then could be observed as subsequent behavior change (Merriam, 2008). Today one must understand the historical, socio-cultural context as a key component in understanding the nature of adult learning. Reflection and dialogue enable learning to take place, whether with the self, another, or a group (Merriam, 2008). Knowles' theory emphasizes that adults are self-directed and are expected to take responsibility for decisions. In contrast to pedagogy, andragogy should involve the student in the planning and evaluation of his/her instruction. Experience, including mistakes,

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provides a basis for learning activities and those activities should be problem-centered rather than content-oriented. Adults are most interested in studying subjects that have immediate relevance to their job or personal life (Knowles, 1984). Adult education and learning has vertical dimensions and learning activities are interconnecting as local, regional, and global levels (Savicevic, 2008). The mind is programmed to assimilate multiple sensory observations and connect them with the learner's life experiences to stimulate the creation of the neural networks. Only then do we attain the optimal stages of learning, memory formation and functional integration (Jensen, 2008). The brain's physical responses to the sensory data are recorded, literally embodied, as experience, hence accessible to reconstruction as memory. Without such physical responses, there is no basis for constructing memory (Merriam, 2008).

In a 2007 study on the adult learner and the implications for safety training, D. D. Galbraith noted similar theories about adult learning. The purpose of learning is to teach the brain to engage in critical thinking and problem solving, and the senses must be used for the process of change to occur (Galbraith, 2007). This theory is based on the behavioral psychology premise of stimulus and response, but still emphasizes the importance of the learner's involvement in the learning process and the importance of relevance. The applications for training then become: using multi-media, utilizing hands-on problem solving, observing participants and providing reinforcement, focusing on an atmosphere for the learner to interact with the instructor, and explaining upfront the objectives and immediately engaging the trainees. Understanding the differences in preferences and styles of children and adults is strategic to appropriate curriculum design and delivery. Children are dependent, and adults see themselves as self-directing. Adults expect to be able to answer part of their questions from their own experience and children expect their questions to be answered by outside sources. Children

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expect to be told what to do while adults want input into their learning and may have a different viewpoint on issues based on firsthand experience (Galbraith & Fouch, 2007). Muetz (2008), in her review of the Wlodkowski book *Enhancing the Adult Motivation to Learn*, notes that instructors of adults should be aware of the various characteristics that adult learners possess and that these characteristics can be influenced by numerous variables such as age, culture, and prior experience. Strategies should include establishing inclusion, developing attitude, enhancing meaning, and engendering competence.

Defining the Population

If one considers that most traditional undergraduates are between the ages of 18 and 24, one could conclude by age alone, that most undergraduates are adults. Levenson and Levenson (1996) conclude that early adult transition occurs between the ages of 17 and 22 and early adulthood between the ages of 22 and 28, but this somewhat arbitrary standard may not be a reliable indicator (Kasworm, 2003a, 2003b). Studies of the characteristics of adult learners' development suggest that situational and personal characteristics do not divide so cleanly (Merriam & Caffarella, 1999). Kasworm (2003b) determined that contemporary undergraduate students are negotiating their sense of self and meaning based on multiple realities. In contrast, experience rather than age is more reliable as an indicator of adult sensibilities. While there are differences in the adult and the pre-adult learner, an individual becomes an adult when he/she moves from a dependent personality to a self-directed human being (Merriam & Caffarella, 1999). Mentkowski and Associates (2000) noted that age seems to be a good measure of accumulated commitment and responsibilities that confer adulthood, but the autonomy may indeed be the best indicator. High schools have created a push toward academic adulthood sooner than in the past decades with the advent of advanced placement and dual credit options,

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and traditional undergraduate students may be able to meet the adult expectations in academia. Scholars still contend that only adults, whose participation in education is more voluntary, should be educated under the broader definitions of adult learners (Merriam & Caffarella, 1999). Along that same thought, however, is the fact that all undergraduates have volunteered to attend college and pursue undergraduate degrees. The ability to choose, or volunteer, adds an adult characteristic to the age range of the non-adult undergraduate student. Undergraduates may feel compelled by job prospects during weak job markets or urged by parents for socio-cultural circumstances, but they do enter and persist in higher education by their own choices. Adult student teaching concepts are still geared for a more eager and willing student who has volunteered to participate in the educational process.

Understanding the difference between andragogy and pedagogy is an important concept for adapting teaching styles, but how do we identify the adult learner from the traditional undergraduate? The labor statistics definition for older worker as 55 and above was used in a 2009 study by Wolfe called “Older Women Learners in Transition”. Wolfe looked at the creation of strategies that fostered an atmosphere of trust and connectiveness. The themes reflected similar findings in other literature focused on broad environmental definitions: learning climates that foster inquiry and critical thinking; opportunities for collaboration in and out of the classroom; unconditional positive regard in the classroom; shared belief in the potential for each group member to succeed; and reinforcement of the value of interpersonal support and interpersonal relationships. Malcom Knowles identified adult learners by two criteria: 1) an individual who performs roles associated by today’s culture with adults (e.g., worker, spouse, parent, soldier, responsible citizen); and 2) an individual who perceives himself/herself to be responsible for his/her own life (Knowles, 1984). Many of Knowles’ 19 books and over 200

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articles are currently being used as textbooks in graduate adult education (Henschke, 1997). The National Center for Education Statistics estimates that over 60% of students in higher education in the United States can be characterized as non-traditional and the Council for Adult and Experiential Learning notes that the population of students who are 35 years of age and older increased 65% between 1985 and 1996 (CAEL, 2000). In spite of these growing numbers of older, nontraditional learners, few colleges provide the same nurturing environment for nontraditional and traditional students (Hansman, Kasworm, & Sissel, 2001). Research from the National Adult Learners' Satisfaction-Priorities Report indicates that the greater the fit between expectations of adult learners and the reality of the college experience, the greater the likelihood for persistence (CAEL & Noel-Levitz, 2010). The opposite is also true in that with greater lack of fit comes higher attrition. Understanding the predictors of success is important in designing the support systems for ensuring that success and those predictors may not be the same for traditional and non-traditional students. The gaps in educational background for adult learners may be a natural consequence of the amount of time away from their earlier education, lack of preparation in specific areas, or social and schedule needs. Darkenwald and Novak (1997) found that academic performance in college is actually enhanced as the proportion of adults to young people increases in the classroom. Adults in the classroom tend to encourage appropriate, adult-like behavior among younger students through their example, their individual efforts in maintaining appropriate conduct among the younger students in the classroom, and their expectation that all students should act and be treated like adults. The university must seek to understand the strongest predictors of overall academic success and target students lacking in specific areas with support programs to mediate, or bridge the gaps, in those deficiency areas.

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Broad Implications

To reach this population, institutions must understand the motivational forces and influences that cause the mature individual to entertain the thought of enrolling in college classes. Adult education studies show that educational decisions for adults are influenced most often by recommendations from others. Rarely do these recommendations come from educators or professional advisors (Goto, Spitzer, & Sadouk, 2009). One could conclude that outreach efforts should consider face-to-face opportunities and word-of-mouth communications to attract the adult learners. These efforts could involve encouraging current students to talk about their experiences to their peers, featuring successful learners in literature, presenting information at sites frequented by community members who may be prospects, or finding community radio or cable opportunities for interviews and programs.

The Council for Adult and Experiential Learning (CAEL) is a national non-profit organization that designs and promotes strategies for adult learning and human capital development through partnerships among business, higher education, government, and labor. In a study by CAEL to develop tools for two-year colleges to help adult learners, four major barriers to education were identified for working adults: lack of time, family responsibilities, scheduling and location of courses, and the cost of education (Silva, Calahan, & Lacireno-Paquet, 1998). Megginson (2008) chose to classify the barriers as disincentives, but they follow a similar train of thought: no time as a result of personal commitments, such as childrearing; fear and lack of confidence; lack of recognition of past educational and life accomplishments; not enough salary differentiation and job prospects between RNs and BSNs; and previous negative experiences in their nursing schools. The six incentive themes identified provide the importance/satisfaction elements: the right time in life; enhancing options; achievement of

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personal goals; credible professional identity; encouragement from contemporaries; and acceptance of coursework from previous nursing education in transfer of credits. Similar findings emerged from a national report on adult learners' satisfaction and priorities (CAEL, 2009).

Availability of the program and convenience were the primary motivating factors for enrollment, followed closely by flexible pacing and time required to complete the program. These findings support the Frey's findings (2007) that since adult learners are often balancing work and family responsibilities with course work, it is essential that course options and administrative services are accessible and convenient. Availability of financial assistance and ability to transfer credits also played a strong factor in enrollment decision making in the CAEL study. CAEL also commissioned a study of two online degree programs at Pace University and Bismarck State College. Respondents in both programs reported work-related events or demands, family events or demands, and personal events or health needs as the three primary obstacles to program completion (CAEL, 2007).

Any student other than one who is entering college for the first time, is commonly included in the nontraditional classification regardless of whether they are full-time or part-time. Those growing numbers of nontraditional students now make up three-fourths of student body populations with the traditional undergraduates making up the remaining quarter. The first-time student entering directly after high school graduation, supported by parents, and attending full-time without working a job is no longer the norm.

Even adult learners who are academically prepared are more likely to drop out of online courses when they do not receive family or organizational support. In the Bismarck/Pace study, the adult learners still persisted to completion despite the length of time it took them finish. However, the adult learners describe the persistence phenomenon itself in different terms than

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the traditional students. Of the 589 students from both programs, only 10% described themselves as *leaving the programs permanently*; 16% described themselves as *graduates*; 49% described themselves as *currently enrolled*; and 26% described themselves as *taking a break*, but with the full intentions to re-enroll (CAEL, 2007). Giancola, Grawitch, and Borchert (2009), approached the stressors of college for adults and found that family-school conflict and school-work conflict emerged as the key stressors. Park and Choi also looked at the factors that affect adults in online classes to persist or drop out and found a statistical difference in perceptions of family and organizational support, and satisfaction and relevance. It also showed that the theoretical framework, which includes family support, organizational support, satisfaction, and relevance in addition to individual characteristics, is able to predict learners' decision to drop out or persist (Park & Choi, 2009).

Vaccaro and Lovell (2010) suggest a concept called self-investment as an alternative to educational engagement. While their study focused on adult women, the themes are similar to other studies involving males and females. Overall, family can be a greedy institution, but family may also serve as a prime source of educational inspiration for women. Relying on traditional concepts of engagement and persistence will mislead administrators to assume that adults whose enrollment ebbs and flows are less engaged. The self-investment concept revealed similar conclusions as the CAEL study on the adult re-defining of the definition of persistence as continuous enrollment. The CAEL respondents reported their status as taking a break rather than having dropped out. Four major themes emerged from the Vaccaro and Lovell study that also challenged the notion of engagement and continuous enrollment. Women consistently took time away from school to care for sick relatives or meet employment demands, but did not feel that such actions meant they were disengaged. Secondly, no matter how demanding the situation,

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women found ways to cope, manage, and succeed. Third, the adult women talked about family as inspiration, not merely a stressor. Fourth, the concept of self-investment was introduced. Self-investment in this context is valuing self enough to believe that personal growth, learning, and education are needed and deserved. For many adult students, fulfilling their goals and returning to college is much like building a house of cards. In order to be successful, each part of their lives must be in place and carefully balanced. The careful balance may collapse as a result of changes whether created by the student, the family, or the institution (Hardin, 2008), or work, or other stresses discussed earlier. Research over the past decades has indicated that adolescents' academic motivation declines over time and the result may be observed in high school rates of dropout. More recent research has focused on the developmental patterns of individual and situational interest. Individual interest develops slowly and tends to be relatively long-lasting while situational interest is triggered more suddenly by environmental factors (Hidi & Harackiewicz, 2000). The relationship between these forms of interest and their relationship to goals and motivation may be at the root of persistence to completion for some, but not all. The university must be sensitive to the situational pressures that can encourage or impede the adult population from accomplishing their goals through the transitions of life while becoming lifelong learners.

Regional and National Implications

Across the United States, 33 states along with Georgia have joined Complete College America, a national nonprofit based in Washington, D.C., funded by several humanitarian and educational foundations including Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, Lumina Foundation for Education, W. K. Kellogg Foundation, and USA Funds. As a participant in the Complete College America, the governor of Georgia

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committed to a concerted statewide effort to increase the percent of young adults having some completed form of college education (certificate, associate's degree, or bachelor's degree) from the current 42% to a challenging goal of 60%. That 60% mark mirrors the Complete College America's guiding philosophy that stems from their estimates that 60% of all jobs will require a college education by the year 2020. Since 2009, the nonprofit has focused on this single mission of increasing significantly the number of Americans with either some type of career certificate or college degree with particular attention to closing the attainment gaps for traditionally underrepresented populations.

Georgia's Higher Education Completion Plan 2012 outlines many new forms of collaboration among the various organizations responsible for higher education in the state and the various organizations reliant on an increased population of higher education graduates. Of the Georgians currently in the workforce, nearly 1 million working adults (22%), have earned some college credit, but have not completed a degree. Those adult learners with some existing level of college credits represent a strategic group who could be available to contribute to needs in the growing technology sector job market and compete in the global economy. With the head start of some credits behind them, they are the most available in the shortest time frame. For the state of Georgia to meet the challenge laid out by the governor and move from the current 42% to the goal of 60% will require approximately 250,000 additional graduates (University System of Georgia, 2011). Unless Georgia finds a way not only to enroll these students in the system, but to retain them, progress them through an academic educational program, and graduate them, Georgia may face a future where a majority of the available jobs will be out of reach of a majority of its workforce.

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Between 1970 and 2009, the undergraduate enrollment population in the nation more than doubled, but the completion rate has remained virtually unchanged. Progress has been made in providing access to college, but the same progress has not been achieved in helping those students achieve a degree. With underwriting by the Bill and Melinda Gates Foundation through Complete College America, Public Agenda surveyed more than 600 young adults, aged 22 to 30, who had some higher education coursework completed. The students surveyed cited working and going to school at the same time as the number one reason for their failure to graduate. These findings support DuPont, Johnson, Ott, and Rochkind (2009) who found that despite their efforts, the stress of juggling both work and school eventually led to students dropping out of school. Among students in four-year schools, the U. S. Department of Education reports that 45% work more than 20 hours a week. The traditional residential college of the past and the campus experience envisioned by many students may be more myth than reality today since only about 25% of current undergraduates have that experience. Unless the educational systems of the United States find ways to enhance the rate of completion, the current generation of college-age young people in the United States may be less educated than their parents' generation (NCHEMS, 2010). Not only should we be concerned within our country but even more so as we look to the rapidly increasing global economy. America no longer holds first place in the world in the percentage of young adults with college degrees and is now alarmingly ranked 10th according to the Organization for Economic Cooperation and Development.

One of the pathways in the University System of Georgia plan for those who have stopped short of a degree, but have acquired knowledge through other means is through prior learning assessment (PLA). In a study through the Georgetown Center on Education and the Workforce it was noted that in terms of spending, 65% of postsecondary learning takes place

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through the workplace and other training (Carnevale, Smith, & Strohl, 2010). The awarding of credit acquired through informal lifelong learning is an attractive option for adults and serves as both an encouragement to return to college and a mechanism to shorten the time to a degree.

Georgia's plan seeks to increase by 50% the number of institutions with friendly policies toward prior learning assessment by 2013 and increase by 20% the number of credits students receive through PLA including CLEP, AP, IB, portfolios, challenge exams, and military and business credentials (University System of Georgia, 2011).

The lack of college completion is both a problem for the student and for the state and country. According to the Bureau of Labor Statistics' *Occupational Outlook Handbook, 2010-2011*, the increase in percentage of a region's population with a bachelor's degree results in wage increases for everyone in the region, regardless of their educational level. Current employment rates in today's economic downturn are twice as high (10.8%) for those with only a high school diploma as compared to those with a bachelor's degree or higher (4.9%). Research proposes multiple reasons, including inadequate preparation, ineffective remediation, lack of systematic credit transfer policies, often confusing financial aid programs, incentives that reward enrollment rather than completion, and systems of education rooted in tradition, but out of touch with many of the needs of the adult students of today. The education of its citizens is clearly the responsibility of the states in America and the taxpayers provide the greatest amount of the funding for K-12, as well as, the community colleges, four-year colleges, and universities. The states are in the best position to ensure reform across systems and institutions and have much at stake economically. Georgia and the other 32 states that have committed to the Complete College America Alliance of States have agreed to set completion goals, develop action plans and collect and report common measures of progress. Together, institutions, states, and students

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must find a combined vision for completion of college education and economic success. Students must make good choices and provide the effort; states must clear obstacles that block paths to success; and colleges and universities must focus on graduation as their measure of success and align programs and services to the needs of today's students (Complete College America, 2011).

Chapter Three

Overview

To discover the keys to success for adult students one must understand what adults view as important to their success. Without a clear understanding, relationship issues may emerge between the adult student and the institution as a result of the gap between the expectations of the adult learner and the realities they face as students in the services and support systems offered by the institution. The study focused on two gaps that affect adult student satisfaction and sought to understand the programs and practices that might bridge those gaps for the adult undergraduate student to ensure the student's persistence. The first gap is between what adult students feel is important and how satisfied they are that their experience is meeting those expectations. The second gap is the potential distance between those expectations and the programs, policies, and support systems currently provided by the university. Findings from Horn's study on nontraditional student trends revealed that nontraditional students were much less likely to earn a degree within 5 years of beginning their postsecondary education, and far more likely to have left school without returning than were their traditional counterparts. Among undergraduates with a bachelor's degree objective, about one-third (31 %) of nontraditional students attained a degree within five years, compared with more than one half (54 %) of traditional students. Nontraditional students were also more than twice as likely to drop out of school in their first year (38 % versus 16 %.) Interestingly, if the students persisted to their second year, nontraditional rates of attrition were much closer to the rates of traditional students. Retention and attrition are relational issues as recognized from the author's previous experiences in enrollment management. Relationships are built on reciprocal needs and when one or the other

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fails to meet those needs, the relationship breaks down. In much the same way, when the relationship between the student and the institution breaks down, attrition may result. Data gathered by Complete College America indicate that only 52.4% of part-time students return for the second year as compared to 82.2% of full-time. Adult students, who are predominately part-time, get discouraged and drop out after falling off track early while juggling the delicate balance of jobs and school (Complete College America, 2011.) More research has been directed toward why adult students drop out, whether for positive or negative reasons, than why they stay, or persist (Bean & Metzner, 1985, Frey, 2007, Scanlon, 2008, Park & Choi, 2009, Giancola, et.al, 2009). The breakdown in the relationship between the adult student and the institution may be a result of the gap between the expectations of the adult learner and the realities they face as students. The purpose of this study is to focus on those gaps that affect adult student satisfaction and understand the programs and practices that bridge those gaps for the adult undergraduate student and ensure the student's persistence.

Design of the Study

To begin a basic understanding of the adult learner and develop a conceptual framework, a set of observations were performed along with a groundwork study to compare characteristics of adult undergraduates and traditional-aged undergraduate students. The observations were of two groups of students enrolled in the Adult Re-Entry Program at the four-year, comprehensive, university. The adult students were observed in sessions of the CSUS 1105 College Readiness class in the spring term of 2010. The course is a 15-week adult study skills refresher course to update skills in reading, writing, and mathematics. Observations and class discussion of student writing assignments were coded for major themes and along with the survey of literature formed the conceptual framework.

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The groundwork study was to develop a regression formula to predict student achievement for two populations of students, traditional and nontraditional, at a four-year, comprehensive university. The adult student, or nontraditional student, was identified as a student aged 25 years or older and the traditional student was a student aged 24 or younger. Academic achievement was defined as the overall grade point average (GPA) at the completion of the fall semester of 2010 and was the dependent variable. Independent variables were based on demographics, family, and previous academic achievement data available from the student data base. Data was reported in aggregate and no individual, personal, or identifying data was published. Using independent variables of age, gender, fulltime/part-time status, instate/outstate status, entering test scores SAT (Critical Reading, Math, and Writing), and ACT (Math, Science, and Reading), entering GPA (high school or transfer), freshman/transfer student status, and receiving financial aid or not, the project examined the inter-relationships between the variables and their impact on the outcome variable of academic achievement for the two populations. The final regression formulas for each population were then compared.

The primary study was organized around the perceptions of the adult learner and the priorities they place on the support systems, services, and academic programs necessary for their success as undergraduates. Data was collected through two surveys administered in the spring semester of 2011. The web-based Adult Learner Inventory (ALI) was administered to all undergraduate students aged 25 and older enrolled at the public, four-year, comprehensive university. The Institutional Self-Assessment Survey (ISAS) was completed by the administration responsible for adult student programming at the same institution. The ALI was analyzed to determine the gaps between the importance the students place on programs, policies, and support structures and their satisfaction with those things that they perceive are important to

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them. The ISAS results and the ALI results were compared to identify the gaps between the level of importance and the level of satisfaction revealed through the adult learner inventory and the institution's self-assessment on the support structures and attitudes it expresses in its programs. Findings will form the basis of strategies for refining and strengthening existing institutional processes and developing new support programs to enhance adult student persistence and increase rates of graduation.

Survey research design was been chosen for the study. The cross-sectional survey methodology provided data from both the adult students (aged 25 and older) and the institution (a regional, mid-sized, public university) to explore fully the phenomenon. Results of the student and institutional surveys listed earlier were used to answer the following questions: 1. What are the priorities that adult undergraduate students perceive to aid in their satisfaction and success in college? 2. What are the priorities that the university places on programs and services to aid in the success of the adult undergraduate student population? 3. What are the most significant gaps in the perceptions of adult undergraduate students and the realities of the programs and services offered by the institution?

Observations

The observation site was a four-year, comprehensive university of approximately 8,200 students. The university was founded in 1958 as a junior college and expanded to a four-year institution in 1965. The observations consisted of two groups of students enrolled in the Adult Re-Entry Program. The adult students were observed in sessions of the CSUS 1105 College Readiness class in the spring term of 2010. The course is a 15-week adult study skills refresher course to update skills in reading, writing, and mathematics. Observations and voluntarily

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submitted student writing samples were coded for major themes and with the survey of literature formed a conceptual framework.

Participants

Group 1: The first observation took place in the seventh and final session on reading and writing skills led by the director of the university's writing center. The class had 14 students enrolled, but only 10 were present for the observed class. Students were allowed to be absent for two sessions, but the importance of attendance was emphasized in bold lettering in the course outline as it explained, "The sole criteria for successful completion of this course is attendance." The class had seven females, three Caucasian and four African American, and three males, one Caucasian and two African American.

Observation 1: As the students arrive, they spread into small groups of two or three with quiet, almost uneasy, chatter about family, children, and happenings at work. The professor enters and begins to set up his computer and writes the outline of the evening activities on the white board. The professor then writes the observer's name and introduces him to the class. It was explained to the group that the observer was also in a class and wanted to research some of the factors that caused them to return to college and the types of support systems that they might need to ensure their completion. They all nod curiously, but do not speak. It is almost as though the observer has intruded on a private meeting and they are not sure of the purpose or reason. The professor begins with an outline of, "What is your Mission?" and, "How will you support this mission?" He follows with an example of an opening sentence such as "To go to school for the purpose of x, y, z." The statement should include the student's goals and objectives. As side notes, the professor reminds them to use clear topic sentences, to avoid run-ons and splices, and to use supporting details. As he writes the words, "Read Aloud," there is a gasp from the group

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and comments erupt indicating their hesitancy to read aloud, nervousness about sharing, and other nervously humorous comments. He calms them by reminding them that he asked them to bring 3 copies of their papers and that they would not have to read before the entire group. The professor explains that he would allow them to divide into smaller groups of three, and they could either read their own papers or have someone else in the group read it; however, it must be read aloud. They are encouraged about the merits of reading aloud and hearing others read aloud to enhance the ability to critique each other in a constructive way when everyone can hear how the paper sounds when read aloud.

The papers were in response to the following writing assignment.

Educational Mission Statement

For this assignment, you are to write an educational mission statement. A mission statement might help you articulate for yourself and others what you want to accomplish by returning to school. It might help make the long road to earning a degree more tangible and help keep your energies focused on achieving your goals. A mission statement presents a vision and direction for the activities and practices of an individual, a group, a company, or an institution. Mission statements offer a vision that is long-term or indefinite, and they avoid set deadlines. Goals and objectives can be a part of a larger mission statement. Goals are short-term activities that lead to accomplishing the overall mission, and objectives are very specific, measurable activities that lead to goals. Here's one timeline: Mission 10 plus years, goals 2-3 years, and objectives 1 year. Some mission statements and supporting goals and objectives are very short, while others are very long. For this assignment, please write an educational mission statement that is 2-3 pages long. Include a focused mission statement of one or more sentences (called a thesis in some types of writing) and supporting goals, objectives, and details that will support the mission and explain why you are returning to pursue your education.

Please type your statement with one-inch margins, 12-pt. Times New Roman font, and labeled with your name. We can discuss questions you have about this assignment in class, such as how to get started, how to organize, and how to conclude your statement (Rendleman, 2010).

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The professor then begins a brief lecture about writing in general with some PowerPoint slides from the Purdue Owl site on the values of practicing writing. Writing is a skill that can be improved over time by continually writing and editing. Students are urged to set specific times to write to improve their skills. One student is asked to read her beginning topic sentence and the class is asked to respond about its clarity. An example is offered of various beginning phrases such as, "One of my goals is...." and the importance of using simple, clear, and straightforward topic sentences is reinforced. The importance of writing regularly can have an effect in any profession and the professor noted that in his work, tenure and promotion decisions are, in part, based on research, writing, and publication.

Questions are asked regarding how to submit the articles and the conversation is interesting. The professor explains that he could accept documents with .doc or .rtf and they could send it as attachments to email. Some are not familiar with how to send attachments and others comment they have different software programs like word perfect, works, newer versions of word that all had different extensions. The lack of technological understanding in the class is a bit surprising. The class is then divided into the small groups to share and critique each other's papers.

The observer circulates around the room and observes each group for a few minutes as individuals read their papers. Some read quickly as if nervous to get through, but the environment is clearly very supportive. Common themes are in each paper; being caught up in lay-offs; wanting to help family; wanting family to be proud; now having children and wanting to inspire and help them; wanting better quality of life; and seeing friends with more education and better jobs and better lives as a result. The atmosphere is extremely supportive of each student's ideas and goals. It is noticeable they have been together for enough sessions to have

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gained some trust and comfort with each other and have good rapport. They seem comfortable both in offering helpful suggestions and receiving criticism. The entire class seems exceptionally motivated and most interested in getting the papers correct and improving their drafts. It is striking to the observer that in most of the papers high expectations and goals are expressed for what the program could provide for them in preparing them for the college experience. Also apparent are the high expectations for what a difference the completion of a college degree would mean to them and their families. All the groups share good participation from all members, but there is generally a dominant personality in every group that is a bit stronger than the other two group members. The other members do not take offense, or do not express it, but the dominant personality offers most of the feedback.

Before the end of the class, the professor introduces the observer again and explains that he is potentially pursuing some research on adult education. The observer explains that the observations may be included as background for research on the topic, but assures them that no details will be released nor names used. He informs them that they may be asked to participate in some surveys in the future and encourages them to respond if invited to do so.

Group 2: The second observation took place in the third session of the reading and writing skills course in the second Spring 2010 section of CSUS 1105 College Readiness: Adult Re-Entry Program. Again, the session observed was on reading and writing skills and led by the director of the university's writing center.

The class had 13 total students with 10 females, 7 Caucasian and 3 African American, and 3 males, 2 Caucasian and 1 African American.

Observation 2: As in Observation 1, the instructor writes the name of the observer on the board and introduces him to the class. The same explanation is given to the group that the

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observer is also in a class and wants to research some of the factors that caused them to return to college and the types of support systems that they might need to ensure their completion.

The professor begins with a review of the assignment from the previous class, in which the students had been requested to, “read as far as you can,” in the textbook/manual for the class. Some have interesting responses as though they are intimidated over the lack of direction and would prefer a specific goal or assignment. In a combination of roll call and ice breaker, the professor asks each student in turn a series of questions. “How far did you get in the book? Did you struggle with the assignment? In what ways did you struggle? Did you find it helpful to break it down into sections or pieces?” The class begins to warm up as more students answer and others comment when common themes or reasons emerge from the explanations. When all the students have responded, the professor asks for input from the group on how the assignment might have been constructed and what different directions should be added for the benefit of explanation for the next class. A common suggestion is related to the length of assignment and its flexibility depending on the time-frame between classes. Others prefer a goal and the implied reason seems to be for their comfort level in knowing that they have read far enough. The process is very interactive and starts more comfortable dialogue for segue into the next part of the class.

The professor explains that during the next segment of the class, they will work through some of the assignments as a full group, then break into smaller groups and work through the rest. After asking the group where they left off during the last class, the professor begins the lesson. The interaction is healthy and the lesson proceeds in a conversational style. When the professor asks for a volunteer to read the question, a female immediately volunteers. Each question is read and an answer offered, but the responder is asked to explain his/her rationale for

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selecting the answer. The subject is inference and the ability to reason the answer or determine the tone and mood of the author based on context clues when no specifics are given. The next volunteer is equally willing to read aloud to the class and discussion is lively. However, there are approximately half of the students who do not participate in the class discussions.

When requested to break into groups of three or four, the students form very naturally into the groups. Generally, the groupings form based on those seated near each other with no obvious hesitation as to age, gender, or race, resulting in fairly evenly distributed groups. One member reads the questions and the others in the group offer an answer, which prompts lively discussion within the group. The atmosphere is similar to the first observation, and peer students are extremely tolerant of different opinions and respectful of each other's ideas. Several students who have not spoken in the larger group open up in the small group and participate in the feedback to the reader, as well as offer potential answers to the questions. Each group has lively dialogue. Some group members begin with answers to the question posed, but offer personal examples, and the conversations drift off task and on to interest in the personal responses. The first noticeable drift from task is the one group of all females. Each of the other groups has one male and seems to stay more focused on the topic of the lesson. Every group comes back to the topic, but the connections being made are apparent as the similarities in the personal stories or situations meet with understanding and empathy. The exercise seems to accomplish both the main focus of the lesson and the secondary purpose of connection within the group to get to know each other better. They share experiences of family, children, and work and note the common obstacles that make the school work difficult to balance. One mentions a former disappointing experience with a private for-profit proprietary school where promises before attending did not match the reality after enrolling.

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After allowing ample time to complete the group assignment, the professor begins to circulate around the room. His presence brings the discussions back to the topic and the groups move on to complete the assignment. Each group is to have one member read the question and respond to the full class with the consensus group opinion of the answer. The professor probes with follow-up questions such as, “How did you arrive at that answer?” to encourage discussion of deeper themes and allow the groups to analyze their own thought patterns. The remaining students in the class are given opportunity to respond and ask for clarification of rationales from the presenting group and offer feedback. The candid discussion is a stark improvement over the full class work prior to the small group exercise. Excellent interaction among the individual members and among the groups displays a high comfort level with both the professor and the other students.

After the exercise, the same explanation of the observer is given as with the first observation. Again, an appeal is made by the observer to expect further contact, possibly a survey, and they are encouraged to participate. The students are informed that the observation may be used as background for further research, and they are assured that no personal information or names will be used. The focus of the research will be around themes of their goals for enrolling and the support services they expect to assist them in persisting in their pursuit of higher education.

Discussion of Themes

Figure 1 illustrates the major themes from the observations and discussions of the student writing assignments in the two sessions. The titles of the papers themselves give indications of some of the motivational forces for enrollment consistent with the literature of the motivations of adult learners. Park and Choi (2009) suggest that adult learners are more likely to drop out of

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online courses when they do not receive support from their family and/or organization while taking online courses, regardless of learners' academic preparation and aspiration. As expressed in these papers, family is a strong motivational force for enrollment and family support could also be a key factor in persistence. Further study would be necessary to determine the effects of the family as support in encouraging retention, progression, and graduation.

Other common themes emerged related to job advancement, career change, financial stability, salary improvement, improved lifestyle, and general economic situation. While not always citing specific financial rewards as a motivation, enhancing options (Megginson, 2008) and personal satisfaction (CAEL, 2009) are often euphemisms for improved job satisfaction, salary improvement, and improved lifestyle.

Table 1 Observation Themes

TITLE	FAMILY	FINANCES	SCHEDULE	SUPPORT
<i>Returning to College – 22 Years Later</i>	Motivate my daughter; ensure daughter completes so she will not be in her shoes in 20 years	Better my salary; more fulfilling job; different career	Continue working fulltime as a single mother; start one class at a time; expect 5 – 7 years to complete	Good support system from daughter, parents, and fiancé; expects to use writing and math labs
<i>Infinite Possibilities</i>	Role model for daughter; better life for family	Financial freedom; new home; re-enter job field		Study groups; research labs; counsel
<i>My Journey of Empowerment</i>	Positive impact on family; personal empowerment, power, freedom; stable parent	Increase economical growth; finish educational journey		Writing center
<i>My Quest for a Better Life</i>	Pride from family; would be only sibling to graduate college; motivate son	Better financial future; more secure job; improved lifestyle		Parents are nursing school graduates
<i>Following a Dream</i>	Inspire family to follow dreams; accomplish personal dream to teach	Job opportunities; job advancement; increase financial status		Labs; study groups; resource centers
<i>Finish What You Start</i>	Example for family; pride from family	Become physical therapist		Academic advising center; Career Center
<i>Am I Ready for College</i>	Personal fulfillment; has AA degree, wants to complete BA		Plan time management; retired, time available	

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The themes noted in Wolfe (2009) were also observed in the two classes in the Adult Re-Entry Program: a learning climate that fosters inquiry and critical thinking, opportunities for collaboration, unconditional positive regard in the classroom, shared belief in the potential for each group member to succeed, and reinforcement of the value of interpersonal support and interpersonal relationships. The climate in both classrooms observed was incredibly supported with high levels of openness expressed and received in a warm and confirming manner.

Common themes were discussed in the small groups, such as being caught up in lay-offs, wanting to help family, wanting family to be proud, now having children and wanting to inspire and help them, wanting better quality of life, seeing friends with more education and better jobs and better lives as a result. The atmosphere was extremely supportive of each student's ideas and goals with peer constructive criticism given and accepted with a common goal of mutual improvement and success. These findings are consistent with Knowles concepts of the importance of relevance in the adult learning process. Other studies have shown the particular importance of organizational support and relevance as significant predictors of learners' decisions to drop out or persist in online courses (Park & Choi, 2009). Their results also imply that learners who perceive that the course is relevant to their job or life are less likely to decide to drop out. Along with Knowles and others, adult learners are shown to prefer learning that has a practical purpose to learning for academic purposes only.

Another common theme in the discussion was the expectation that the institution would provide support programs to assist them in their classes. Career guidance, writing labs, math labs, academic advising centers, and resource centers were all mentioned by the students in their future plans. Since adult learners are often balancing work and family responsibilities with course work, it is essential that course options and administrative services are accessible and

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convenient (Frey, 2007). Again, the theme was consistent with the survey of literature and indicates that a network of support programs is necessary to serve the adult learner population.

Conceptual Framework (see Figure 1)

The Adult Re-Entry Program is designed to assist those who have been out of school for a number of years to adjust to the return to the academic environment. The adult study skills refresher course, CSUS 1105, is a review and update of adult students' skills in reading, writing, and math. The program also gives an extensive orientation to university policies, procedures, services and opportunities. Adults do not have to apply for admission to the university to enroll in CSUS 1105. After completion of the course, the adult student may receive one hour of academic credit upon enrolling in the university.

The map displays some of the influences and factors identified in literature and supported by the observations that affect the decision to return to college, to persist in enrollment, and to complete a program or degree. The term "re-entry" in itself signals that the individual has previously attempted college and dropped out for some reason prior to completing his/her college degree. This is consistent with the findings of the Complete College Georgia project. Of the Georgians in the workforce nearly 1 million working adults (22%) have earned some college credit, but have not completed a degree. For the state of Georgia to move from the current 42% to the goal of 60% will require approximately 250,000 additional graduates (University System of Georgia, 2011). Understanding those events and influences that affect college completion may help in understanding the nature of the support necessary to make the re-enrolling a successful experience.

The "Re-Enroll in College" block has straight lines to four positive goals associated with completion or graduation and one negative result that could be an unintended consequence. The

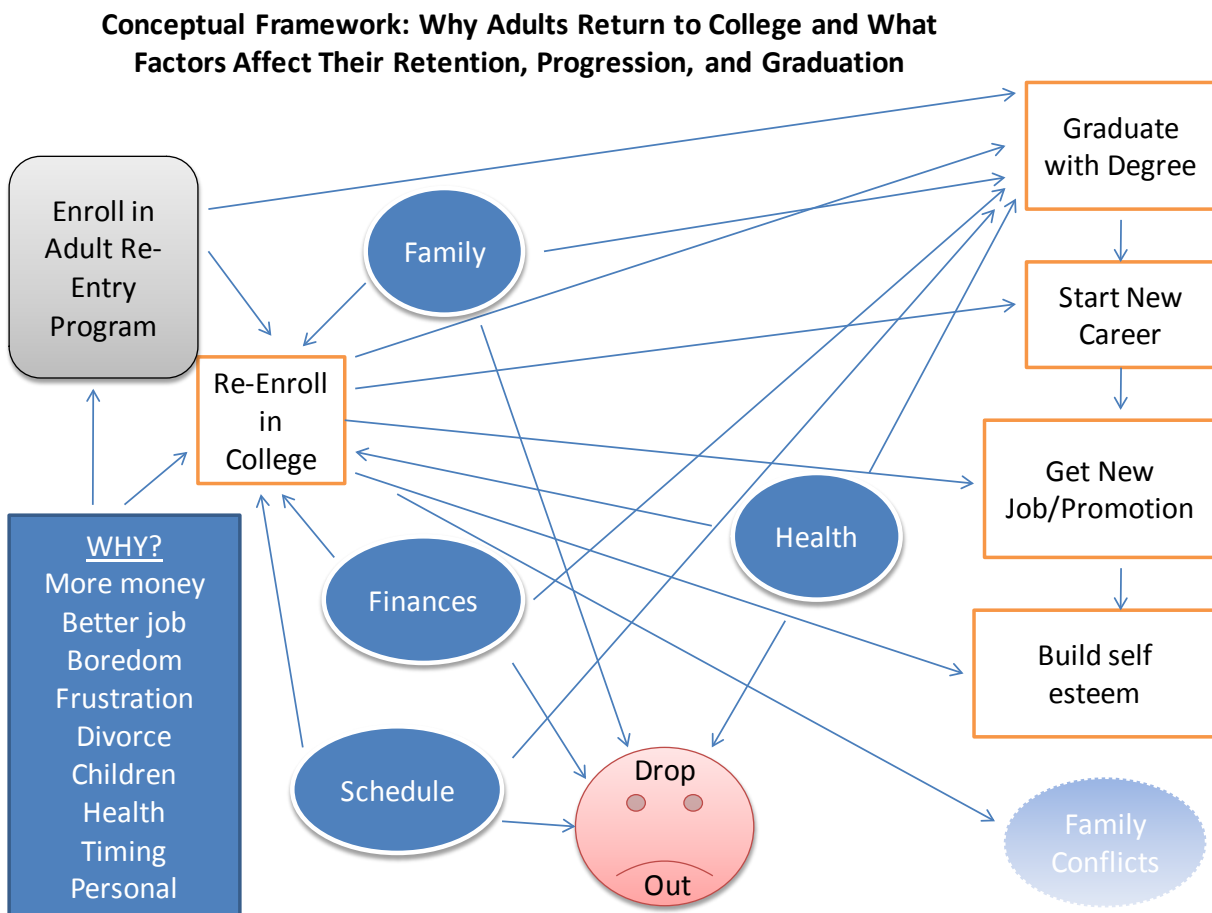
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straight lines indicate that the intent of everyone who begins plans to finish. The “Why” block has lines to the “Re-Enroll” and to the “Adult Re-Entry Program” block, since individuals may enroll directly in college or choose to enroll through the re-entry program. It might be interesting in a future study to understand the relationship of the suggested influences in the “Why” to improve the promotion and structure of the program if significant numbers are choosing to enroll without entering through the program.

The circles represent influences that may be supportive and contribute to successful completion or may be negative and contribute to dropping out of school. Understanding these relationships could strengthen the content of the Adult Re-Entry Program to enhance the positive influences and mitigate the negative to support the students to a successful completion of their goals. The determination of the relationship between the factors and ultimate success in achieving a degree would require an in-depth longitudinal study over a period of time or a historical study of previous participants in the program and their resulting experiences. For purposes of this paper, goals and objectives for enrollment and persistence of two classes will be analyzed and compared with a survey of literature on national motivational themes of adult education.

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Figure 1 Conceptual Framework



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Groundwork Study

The purpose of the groundwork study was to develop a regression formula to predict student achievement for two populations of students, traditional and nontraditional. The site was the same four-year, comprehensive university of approximately 8,200 students as the observations for the conceptual framework. The university was founded in 1958 as a junior college and expanded to a four-year institution in 1965. The adult student, or nontraditional student, was identified as a student aged 25 years or older and the traditional student was a student aged 24 or younger. Academic achievement was defined as the overall grade point average (GPA) at the completion of the fall semester of 2010 and was the dependent variable. Independent variables were based on demographic, family, and previous academic achievement data available from the Institutional Research Office of the target university student data base. Data was reported in aggregate and no individual, personal, or identifying data was published. Using independent variables of age, gender, fulltime/part-time status, instate/outstate status, entering test scores SAT (Critical Reading, Math, and Writing), and ACT (Math, Science, and Reading), entering GPA (high school or transfer), freshman/transfer student status, and receiving financial aid or not, the project examined the inter-relationships between the variables and their impact on the outcome variable of academic achievement for the two populations. The final regression formulas for each population were then compared.

Research Questions

1. What are the strongest predictors of academic achievement for all students at CSU?

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2. What are the strongest predictors of academic achievement for students 25 years or older at CSU?
3. What are the strongest predictors of academic achievement for students less than 25 years of age at CSU?
4. What conclusions may be drawn by comparison of the predictors from the two populations?

Methods

a. Participants

Data was provided from the Office of Institutional Research at the target university. The participants for the study consisted of 7069 undergraduate students enrolled in the Fall semester of 2010 with a Mean age of 24.96.

- 4881 were less than 25 years of age ($M=20.44$) and 2188 were 25 years of age or older ($M=35.04$).
- 71% were Full-Time and 29% were Part-Time
- 40% were Male and 60% were Female
- 86% were In-State and 14% were Out-of-State
- 39% were Transfers and 61% entered as Freshmen
- 80% received Financial Aid and 20% did not receive Financial Aid

b. Measures

The Dependent Variable was the overall Grade Point Average in the Fall semester of 2010. Independent Variables included Entering High School or Transfer GPA; ACT Reading, Science, Math, & English scores; SAT Critical Reading, Math, & Writing. Dummy Variables of

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1 and 0 were created to represent Full-time/Part-time, Male/Female, Instate/Outstate, Transfer/Not-transfer, and Receiving Financial/Not Receiving Financial Aid, respectively.

Dummy Variables were created to represent the independent variables below and coded as 1 or 0.

- (1) = Full-Time and (0) = Part-Time
- (1) = Male and (0) = Female
- (1) = Instate and (0) = Out of State
- (1) = Transfers and (0) = Freshmen
- (1) = received Financial Aid and (0) = did not receive Financial Aid

c. Statistical Analysis

Prior to the analysis, the data was examined for model assumptions:

- Independence
- Homoscedasticity
- Normality
- Linearity
- Noncollinearity

Results indicated that all model assumptions were satisfied. The results were analyzed using $\alpha = .05$.

A forward multiple regression analysis was used to analyze the data. The model identified the predictor that had the highest zero-order correlation with the dependent variable. Next, the predictor with a significant incremental R^2 was added to the model. The process continued until the only variables in the model significantly explained the variance in the GPA in the fall of 2010. The same process was followed for the traditional students (less than 25 years of

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age) and the nontraditional students (25 years of age or older). Final regression models for each of the three populations were compared.

Research Question 1:

What are the strongest predictors of academic achievement for all students at CSU?

All Students Enrolled Fall 2010: The findings indicated that 6 variables statistically predicted the grade point average in the Fall semester of 2010 at CSU: high school or transfer GPA, SAT Writing score, ACT Science score, whether receiving financial aid or not, whether a transfer student or not, and the ACT Math score, $R^2=.241$, $F_{6,815} = 43.020$, $p < .001$. The variable with the highest zero-order correlation with the dependent variable, Fall 2010 GPA, was the high school or transfer GPA. (GPA), $R=.361$, $R^2=.130$. Thirteen percent (13%) of the variance in CSU Fall 2010 GPA is accounted for by its relationship with the entering high school or transfer GPA. The partial slope for GPA is ($b_1=.528$, $t_{820}=11.085$, $p<.001$) is statistically significant. Incremental variance of 9% was added in Step 2 by the addition of the variable SAT Writing, $R^2=.294^2=.086$, ($b_2=.003$, $t_{819}=8.796$, $p<.001$). Incremental variance of 2% was added in Step 3 by the addition of the variable ACT Science, $R^2=.137^2=.019$, ($b_3=.030$, $t_{818}=3.944$, $p<.001$). Incremental variance of 1% was added in Step 4 by the addition of the variable Receiving financial aid, $R^2=.114^2=.013$, ($b_4=.252$, $t_{817}=3.269$, $p=.001$). Incremental variance of 1% was added in Step 5 by the addition of the variable Transfer Student, $R^2=.090^2=.0081$, ($b_5=.163$, $t_{816}=2.593$, $p=.010$). Incremental variance of .5% was added in Step 6 by the addition of the variable ACT Math, $R^2=.072^2=.0052$, ($b_6=.020$, $t_{815}=2.060$, $p=.040$). The final forward selection regression model for the total sample including all students:

$$\text{CSU Fall 2010 GPA} = -.579 + .425(\text{GPA}) + .002(\text{SAT Writing}) + .020(\text{ACT Science}) + .249(\text{Receiving Financial Aid}) + .164(\text{Transfer Student}) + .020(\text{ACT Math})$$

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Table 2 Model Summary for All Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361(a)	.130	.129	.76433
2	.453(b)	.205	.203	.73104
3	.469(c)	.220	.217	.72463
4	.480(d)	.230	.227	.72038
5	.486(e)	.237	.232	.71787
6	.490(f)	.241	.235	.71645

a Predictors: (Constant), GPA

b Predictors: (Constant), GPA, SAT Writing

c Predictors: (Constant), GPA, SAT Writing, ACT Science

d Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid

e Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid, Transfer Student

f Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid, Transfer Student, ACT Math

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Table 3 ANOVA for All Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.791	1	71.791	122.887	.000(a)
	Residual	479.045	820	.584		
	Total	550.836	821			
2	Regression	113.141	2	56.571	105.853	.000(b)
	Residual	437.695	819	.534		
	Total	550.836	821			
3	Regression	121.308	3	40.436	77.007	.000(c)
	Residual	429.528	818	.525		
	Total	550.836	821			
4	Regression	126.852	4	31.713	61.110	.000(d)
	Residual	423.984	817	.519		
	Total	550.836	821			
5	Regression	130.316	5	26.063	50.575	.000(e)
	Residual	420.520	816	.515		
	Total	550.836	821			
6	Regression	132.495	6	22.082	43.020	.000(f)
	Residual	418.341	815	.513		
	Total	550.836	821			

a Predictors: (Constant), GPA

b Predictors: (Constant), GPA, SAT Writing

c Predictors: (Constant), GPA, SAT Writing, ACT Science

d Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid

e Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid, Transfer Student

f Predictors: (Constant), GPA, SAT Writing, ACT Science, Receiving Fin Aid, Transfer Student, ACT Math

g Dependent Variable: CSU GPA Fall 2010

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Table 4 **Coefficients for All Students**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.103	.149		7.405	.000
	GPA	.528	.048	.361	11.085	.000
2	(Constant)	-.004	.190		-.023	.982
	GPA	.447	.046	.305	9.604	.000
3	SAT Writing	.003	.000	.280	8.796	.000
	(Constant)	-.251	.199		-1.264	.207
	GPA	.433	.046	.296	9.359	.000
	SAT Writing	.002	.000	.218	6.203	.000
	ACT Science	.030	.008	.138	3.944	.000
4	(Constant)	-.445	.206		-2.160	.031
	GPA	.412	.046	.281	8.874	.000
	SAT Writing	.002	.000	.230	6.552	.000
	ACT Science	.029	.008	.132	3.815	.000
	Receiving Fin Aid	.252	.077	.102	3.269	.001
5	(Constant)	-.496	.206		-2.405	.016
	GPA	.434	.047	.297	9.229	.000
	SAT Writing	.002	.000	.223	6.331	.000
	ACT Science	.028	.008	.131	3.784	.000
	Receiving Fin Aid	.244	.077	.098	3.171	.002
	Transfer Student	.163	.063	.081	2.593	.010
6	(Constant)	-.579	.210		-2.759	.006
	GPA	.425	.047	.291	9.016	.000
	SAT Writing	.002	.000	.200	5.448	.000
	ACT Science	.020	.009	.092	2.320	.021
	Receiving Fin Aid	.249	.077	.100	3.234	.001
	Transfer Student	.164	.063	.081	2.611	.009
	ACT Math	.020	.009	.084	2.060	.040

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Research Question 2:

What are the strongest predictors of academic achievement for students 25 years or older at CSU?

Students 25 Years or Older: The findings indicated that 4 variables statistically predicted the grade point average in the Fall semester of 2010 at CSU: SAT Writing score, high school or transfer GPA, whether receiving financial aid or not, and the ACT Science score, $R^2=.225$, $F_{4,250}=18.108$, $p<.001$. The variable with the highest zero-order correlation with the dependent variable, Fall 2010 GPA, was the SAT Writing score. (GPA), $R=.355$, $R^2=.126$. Thirteen percent (13%) of the variance in CSU Fall 2010 GPA is accounted for by its relationship with the SAT Writing score. The partial slope for SAT Writing is ($b_1=.003$, $t_{253}=6.040$, $p<.001$) is statistically significant. Incremental variance of 7% was added in Step 2 by the addition of the variable High School or Transfer GPA, $R^2=.266^2=.071$, ($b_2=.360$, $t_{252}=4.376$, $p<.001$). Incremental variance of 3% was added in Step 3 by the addition of the variable Receiving Financial Aid, $R^2=.172^2=.0295$, ($b_3=.384$, $t_{251}=2.767$, $p=.006$). Incremental variance of 2% was added in Step 4 by the addition of the variable ACT Science, $R^2=.128^2=.016$, ($b_4=.028$, $t_{250}=2.035$, $p=.043$).

The final forward selection regression model for the 25 years or older sample:

CSU Fall 2010 GPA = $-.175 + .002(\text{SAT Writing}) + .324(\text{High School or Transfer GPA})$
 $+ .372(\text{Receiving Financial Aid}) + .028(\text{ACT Science})$

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Table 5 Model Summary for Students >25 Years of Age

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355(a)	.126	.123	.72563
2	.433(b)	.188	.181	.70092
3	.460(c)	.212	.202	.69185
4	.474(d)	.225	.212	.68756

a Predictors: (Constant), SAT Writing

b Predictors: (Constant), SAT Writing, HS or TR GPA

c Predictors: (Constant), SAT Writing, HS or TR GPA, Receiving Fin Aid

d Predictors: (Constant), SAT Writing, HS or TR GPA, Receiving Fin Aid, ACT Science

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Table 6 ANOVA for Students >25 Years of Age

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.211	1	19.211	36.486	.000(a)
	Residual	133.214	253	.527		
	Total	152.426	254			
2	Regression	28.620	2	14.310	29.127	.000(b)
	Residual	123.806	252	.491		
	Total	152.426	254			
3	Regression	32.284	3	10.761	22.482	.000(c)
	Residual	120.142	251	.479		
	Total	152.426	254			
4	Regression	34.241	4	8.560	18.108	.000(d)
	Residual	118.185	250	.473		
	Total	152.426	254			

a Predictors: (Constant), SAT Writing

b Predictors: (Constant), SAT Writing, HS or TR GPA

c Predictors: (Constant), SAT Writing, HS or TR GPA, Receiving Fin Aid

d Predictors: (Constant), SAT Writing, HS or TR GPA, Receiving Fin Aid, ACT Science

e Dependent Variable: CSU GPA FALL 2010

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Table 7 Coefficients for Students >25 Years of Age

Model		Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.161	.268		4.329	.000
	SAT Writing	.003	.001	.355	6.040	.000
2	(Constant)	.398	.312		1.274	.204
	SAT Writing	.003	.001	.275	4.617	.000
	HS or TR GPA	.360	.082	.261	4.376	.000
3	(Constant)	.008	.339		.023	.982
	SAT Writing	.003	.001	.304	5.085	.000
	HS or TR GPA	.335	.082	.243	4.096	.000
	Receiving Fin Aid	.384	.139	.158	2.767	.006
4	(Constant)	-.175	.348		-.502	.616
	SAT Writing	.002	.001	.229	3.271	.001
	HS or TR GPA	.324	.081	.235	3.988	.000
	Receiving Fin Aid	.372	.138	.153	2.694	.008
	ACT Science	.028	.014	.137	2.035	.043

a Dependent Variable: CSU GPA FALL 2010

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Research Question 3:

What are the strongest predictors of academic achievement for students less than 25 years of age at CSU?

Students Less Than 25 Years of Age: The findings indicated that 6 variables statistically predicted the grade point average in the Fall semester of 2010 at CSU: High School or Transfer GPA, SAT Math score, ACT Science score, whether a Transfer Student or not, Instate or Out of State, and the Gender, $R^2=.251$, $F_{6,560}=31.243$, $p<.001$. The variable with the highest zero-order correlation with the dependent variable, Fall 2010 GPA, was the high school or transfer GPA. (GPA), $R=.367$, $R^2=.135$. Fourteen percent (14%) of the variance in CSU Fall 2010 GPA is accounted for by its relationship with the entering High School or Transfer GPA. The partial slope for GPA is ($b_1=.551$, $t_{565}=9.383$, $p<.001$) is statistically significant. Incremental variance of 5% was added in Step 2 by the addition of the variable SAT Math, $R^2=.223^2=.0497$, ($b_2=.003$, $t_{564}=7.585$, $p<.001$). Incremental variance of 2% was added in Step 3 by the addition of the variable ACT Science, $R^2=.141^2=.0198$, ($b_3=.031$, $t_{563}=3.375$, $p=.001$). Incremental variance of 1% was added in Step 4 by the addition of the variable Transfer Student, $R^2=.107^2=.0114$, ($b_4=.198$, $t_{562}=2.558$, $p=.011$). Incremental variance of 1% was added in Step 5 by the addition of the variable Instate or Outstate, $R^2=-.089^2=.0079$, ($b_5=-.267$, $t_{561}=-2.111$, $p=.035$). Incremental variance of 1% was added in Step 6 by the addition of the variable Gender, $R^2=.085^2=.0072$, ($b_6=-.135$, $t_{560}=-2.022$, $p=.044$).

The final forward selection regression model for the students less than 25 years of age sample:

CSU Fall 2010 GPA = $-.219 + .479(\text{High School or Transfer GPA}) + .002(\text{SAT Math})$
 $+ .033(\text{ACT Science}) + .171(\text{Transfer Student}) + -.270(\text{Instate or Outstate}) + -.135(\text{Gender})$

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Table 8 Model Summary for Students <25 Years of Age

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367(a)	.135	.133	.78077
2	.464(b)	.215	.212	.74442
3	.480(c)	.230	.226	.73765
4	.489(d)	.239	.234	.73405
5	.495(e)	.245	.239	.73180
6	.501(f)	.251	.243	.72980

a Predictors: (Constant), HS or TR GPA

b Predictors: (Constant), HS or TR GPA, SAT Math

c Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science

d Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student

e Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student, Instate or Outstate

f Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student, Instate or Outstate, Gender

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Table 9 ANOVA for Students <25 Years of Age

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.667	1	53.667	88.035	.000(a)
	Residual	344.429	565	.610		
	Total	398.096	566			
2	Regression	85.550	2	42.775	77.189	.000(b)
	Residual	312.546	564	.554		
	Total	398.096	566			
3	Regression	91.749	3	30.583	56.205	.000(c)
	Residual	306.347	563	.544		
	Total	398.096	566			
4	Regression	95.276	4	23.819	44.205	.000(d)
	Residual	302.820	562	.539		
	Total	398.096	566			
5	Regression	97.662	5	19.532	36.473	.000(e)
	Residual	300.434	561	.536		
	Total	398.096	566			
6	Regression	99.839	6	16.640	31.243	.000(f)
	Residual	298.257	560	.533		
	Total	398.096	566			

a Predictors: (Constant), HS or TR GPA

b Predictors: (Constant), HS or TR GPA, SAT Math

c Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science

d Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student

e Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student, Instate or Outstate

f Predictors: (Constant), HS or TR GPA, SAT Math, ACT Science, Transfer Student, Instate or Outstate, Gender

g Dependent Variable: CSU_GPA Fall 2010

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Table 10 Coefficients for Students <25 Years of Age

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.029	.183		5.636	.000
	HS or TR GPA	.551	.059	.367	9.383	.000
2	(Constant)	-.212	.239		-.886	.376
	HS or TR GPA	.487	.057	.324	8.598	.000
	SAT Math	.003	.000	.286	7.585	.000
3	(Constant)	-.487	.250		-1.944	.052
	HS or TR GPA	.473	.056	.315	8.407	.000
	SAT Math	.002	.000	.230	5.636	.000
	ACT Science	.031	.009	.138	3.375	.001
4	(Constant)	-.529	.250		-2.120	.034
	HS or TR GPA	.487	.056	.325	8.658	.000
	SAT Math	.002	.000	.221	5.419	.000
	ACT Science	.031	.009	.139	3.421	.001
	Transfer Student	.198	.078	.095	2.558	.011
5	(Constant)	-.277	.276		-1.003	.316
	HS or TR GPA	.489	.056	.326	8.723	.000
	SAT Math	.002	.000	.221	5.425	.000
	ACT Science	.031	.009	.138	3.408	.001
	Transfer Student	.185	.078	.088	2.382	.018
	Instate or Outstate	-.267	.127	-.078	-2.111	.035
6	(Constant)	-.219	.277		-.792	.429
	HS or TR GPA	.479	.056	.319	8.524	.000
	SAT Math	.002	.000	.215	5.282	.000
	ACT Science	.033	.009	.150	3.677	.000
	Transfer Student	.171	.078	.082	2.197	.028
	Instate or Outstate	-.270	.126	-.078	-2.136	.033
	Gender	-.135	.067	-.075	-2.022	.044

a Dependent Variable: CSU_GPA Fall 2010

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Research Question 4:

What conclusions may be drawn by comparison of the predictors from the two populations?

Conclusions

GPA and SAT Writing are reversed in the >25 as compared to all students. While still a strong indicator, possibly nontraditional students have been away from prior academic work longer than traditional students and GPA is slightly less of a factor. However, those who have kept current with their writing skills are more academically competitive in college as shown by the relationship between the SAT Writing scores and their GPA in college. The relationship between nontraditional students who receive financial aid, including loans, and their GPA is a significant predictor and may underscore the value they place on their education since they are responsible for the cost. Traditional students (<25) GPA, SAT Math, and ACT Science were top three predictors. Students in high school with high GPAs commonly have taken advanced math and science courses. Interestingly, the predictors of transfer students, out-of-state students, and female students were significant. These statistics could inform enrollment services on recruitment efforts. Prior academic achievement as defined by the entering GPA and test scores was a significant contributor to the college GPA for all groups analyzed. For the total population of students, 24% of the variance in college GPA is accounted for by its relationship with entering GPA and test scores; for students 25 years or older, 20% of the variance is accounted for by its relationship with entering GPA and scores; and for students less than 25 years of age, 21% of the variance in GPA is accounted for by its relationship with entering GPA and test scores. Results indicate that nontraditional students need continuing support in writing and comprehension

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skills. Previous academic achievement shows their ability to be competitive, but no data was included on the amount of prior work (number of earned hours before attending CSU). Total earned hours might also be an indicator. The ACT Science score is heavily influenced by a student's ability for reading comprehension and adds more weight for the need in the reading and writing skills area. The amount of math necessary is dependent on the degree program so deficiency in this area is not as much of a concern.

This groundwork study focused on prior academic achievement and demographic characteristics to explore their relationship as predictors of academic success in college. While the results may be helpful in identifying areas of weakness based on the history of their academic performance, the data does not reveal any insights into the motivational factors and barriers that may still affect their ability to persist through to completion. The institution may gain some direction for academic support programs that target particular populations and find greater success than with programs grounded in the assumption that traditional and nontraditional students require the same systems and approaches to learning. Further study is, however, warranted to identify other relationship factors that may affect student satisfaction and be a barrier to retention, progression, and graduation.

Limitations

Results of the study add to the literature of significant differences in the nontraditional adult learners, regardless of the definition employed, and the traditional students. All universities of today are faced with growing nontraditional populations and need to understand clearly the differences in order to serve both populations effectively. The focus of this study is a single, medium sized, regional, state, comprehensive university in the southern United States. Findings may not be appropriate for generalization to a larger population.

Chapter Four

Overview

The purpose of the primary study is to discover the keys to success for adult students from their own perspectives of what they view as important and the barriers they perceive that produce the negative forces against that success. Relationship issues may emerge between the adult student and the institution as a result of the gap between the expectations of the adult learner and his/her satisfaction with the realities faced as students and the services and support systems offered by the institution. The study will focus on those gaps that affect adult student satisfaction and seek to understand the programs and practices that might bridge those gaps for the adult undergraduate student to ensure the student's persistence. Survey research design has been chosen for the study. The cross-sectional survey methodology will provide data from both the adult students (aged 25 and older) and the institution (a regional, mid-sized, public university) to explore fully the phenomenon. Results of the student and institutional surveys will be used to answer the following questions: 1. What are the priorities that adult undergraduate students perceive to aid in their satisfaction and success in college? 2. What are the priorities that the university places on programs and services to aid in the success of the adult undergraduate student population? 3. What are the most significant gaps in the perceptions of adult undergraduate students with the realities of the programs and services offered by the institution?

Design of the Study

Data for the primary study was collected through the administration of two survey instruments, The CAEL Adult Learning Focused Institution Self-Assessment Survey (ISAS) and

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The Adult Learner Inventory (ALI.) The Council for Adult and Experiential Learning is a nonprofit organization that works at various levels within the higher education, public, and private sectors to further the cause and promote education and training. One of goals of CAEL is to help colleges and universities become what they have defined as an “Adult Learning Focused Institution, or an institution that offers services to meet the unique needs of adult students. The Institutional Self-Assessment Survey (ISAS) is a tool designed to assist an institution in how well it is meeting those needs as defined by how well they embody the eight principles of good practice that CAEL identifies as should characterize an Adult Learning Focused Institution. The principles are:

Outreach - The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.

Life and Career Planning - The institution addresses adult learners’ life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

Financing - The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

Assessment of Learning Outcomes - The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.

Teaching-Learning Process - The institution’s faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

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Student Support Systems - The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.

Technology - The institution uses information technology to provide relevant and timely information and to enhance the learning experience.

Strategic Partnerships - The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

The principles are represented as scales on the survey with specific questions related to each scale. The more recent versions of the survey, as the one used in this study, also include an additional scale designed to capture how the institution helps students move from one type of program to another. "Transitions" is defined as, "the institution supports guided pathways leading into and from its programs and services in order to assure that students' learning will apply usefully to achieving their educational and career goals." The institutional self-study was completed by the academic administrative officer responsible for oversight of the adult advising and support programs of the institution.

The ISAS is divided into eight sections aimed at collecting data from various departments across the campus. The sections include: Institutional Background; Mission, Leadership, and Organizational Structure; Recruitment and Orientation; Tuition and Financial Aid; Teaching and Learning; Faculty Recruitment and Development; Student Services, and Key Constituencies. Most responses are framed as multiple choice items using Likert-scale response items. The National Center for Higher Education Management Systems (NCHEMS) developed for CAEL summary report scorings for each of the nine ALFI Benchmarks. Results from the survey were

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summarized for each institution for comparative statistics with other institutions who participated in the nation-wide survey. The survey may be used to achieve several purposes for an institution including examination of its resources and practices for the adult learner as compared to others for continuous improvement. The survey results may also help identify best practices in the field of adult undergraduate student education. For purposes of this study, the results will be utilized to examine gaps between the resources and practices of the institution and the importance and satisfaction perceptions of the adult students as identified through the Adult Learner Inventory.

The Adult Learner Inventory was developed by Noel-Levitz and CAEL using the CAEL Principles of Effectiveness for Serving Adult Learners as the basis for its construction. Noel-Levitz is a private consulting firm who works with educational systems and campuses to provide services in enrollment, marketing, and student success. Among their array of tools are software programs, diagnostics tools, and instruments to gather data on student perceptions, satisfaction, and priorities (Noel-Levitz, 2012). Students are asked to respond with a level of importance and a level of satisfaction on each of 47 items. An additional 20 items relate to how important the factors were in their decision to enroll in the institution. The difference between the importance and satisfaction scores will form the basis for the first performance gap to be examined. The final scales were tested for homogeneity by calculating coefficient alpha. The overall coefficient alpha for importance was 0.79 and 0.83 for satisfaction. The inventory was assessed for test-retest consistency, using a sample of 155 students who completed the inventory twice. The scale scores for these two administrations generated a reliability coefficient alpha of 0.8 (Noel-Levitz, 2012).

Sample and Site

The site of the study is a single medium sized, regional, state, comprehensive university in the southern United States with a total enrollment of approximately 8,200. A convenience

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sample was utilized where the researcher had access to the data. Email invitations to participate in the online survey were sent to 2,170 students, ages 25 and older, on April 4, 2011. Follow-up emails were sent on April 18, and April 25, 2011. A total of 281 (13%) students responded and participated in the online survey. Of those who responded, 198 were female, 81 were male, and 2 were no answer; 113 were ages 25-34, 83 were ages 35-44, 65 were ages 45-54, 16 were ages 55-64, and 2 were 65 or over; 120 were single and 159 were married/domestic partner; and 172 had dependents. Sixty percent (60%), or 169 respondents, had credit received from previous college experience, 64 held the associate's degree, and 225 (81%) expressed a bachelor's degree as their educational goal. One hundred eighty-eight (69%) were focused on the college objective of preparing for a new/different career. Only 99 (35%) indicated 0 hours per week employment, 182 (65%) from 1-40 hours per week, and 48 (17%) showed employment of more than 40 hours per week. The population was approximately evenly split with 55% attending full-time (12 credit hours or more) and 45% attending part-time (11 credit hours or less). Surprisingly, 157 (56%) still found time for 1 to an excess of 10 hours of volunteer activities per week.

Institutional Self-Assessment Survey Summary

The Institutional Self-Assessment Survey provides a mechanism for systematic evaluation of the institution's structures, processes, and programs by comparing them to best practices of other adult learning focused institutions according to the nine principles as outlined by the Council for Adult and Experiential Learning. Table 1 displays the target institution's index scores for each ALFI Principle as compared to scores and benchmark statistics that summarize results for the other 45 institutions who participated in the same administration of the survey.

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The National Center for Higher Education Management Systems developed the summary report benchmark scoring for Council for Adult and Experiential Learning. Individual items on the ISAS were flagged based on their relationship to the central theme of the benchmark.

Weights were assigned to each item based on its importance to the overall benchmark and then applied to the response categories for each item on the survey. Actual scores were computed for each institution and totaled for each benchmark. The resulting institutional total was divided by the maximum potential point total to create an index score with a maximum of 100 and a minimum of zero.

The institution's score was below the mean in eight of the nine principles and ranked in the lower 25% in six of the nine. The ALFI principle of Support reflected the highest rank of 21 out of 45 and a total score of 41.2 as compared to the mean of 41.1 for all institutions. The Principle of Student Support Systems is defined as, *The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.* The institution reported *yes* that the members of the governing board advocate values of serving adult learners and that the institution's mission was *somewhat* guided by commitment to serve adult learners. Other questions that contributed to the Support score were the availability of food service, parking, security, and shuttle services during daytime, evening, and weekend hours. The availability of computer-based registration, the placement into developmental courses and the availability of remediation were heavily weighted questions and the affirmative response of the institution was reflected in the high ranking in the Support category. Academic services such as advising, counseling, career guidance, disability info and services, financial aid, health, and placement testing also contribute to the Support score and all followed a similar pattern as reported by the institution. While the services are generally

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available during daytime hours, they are limited or non-existent in the evenings and on weekends. Twenty-five to fifty percent of the other adult focused institutions in the survey indicated those services also available in the evenings and on weekends. The institution did receive the maximum potential contribution to the benchmark by responding *yes* to the question, *Does your institution have an explicit policy about responding to student inquiries and complaints that establishes a specific time period within which the student should be re-contacted or the matter resolved?*

Three questions had the highest weighted potential to contribute to the overall benchmark score in Support. Two of the questions were related to the commitment to adult learning by the faculty and the institution. Question #36, *Please indicate whether or not a commitment to serving adults and the application or knowledge of adult learning principles is explicitly emphasized in each of the following: position announcements and recruitment materials; hiring criteria; student evaluations of instruction; evaluation criteria for promotions or salary increase; or teaching awards.* The institution reported that for neither full-time faculty nor part-time faculty was the commitment to serving adults emphasized in any of the suggested circumstances. Question #49, *Which of the following statements best characterizes your institution's overall approach to providing student support services?*

Proactive delivery (choose one)

- *Students are provided with information about services and, for the most part, choose which to use on their own.*
- *Faculty and staff continuously monitor individual student needs and conditions, and proactively contact students to direct them to appropriate services.*

Flexible delivery (choose one)

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- *Most services are offered in a standard format with each student receiving similar treatment.*
- *Services are delivered flexibly and are tailored to meet the needs of individual students.*

The institution responded 100% to the first option in both scenarios as compared to 87.1% and 82.8% respectively by the other survey participants. Clearly, the institution is not out of the norm with respect to these practices; however, the inclusion of the question in the survey seems likely to be the result of other data from CAEL that supports these initiatives as contributing positively to adult learning satisfaction.

These responses are consistent with the findings of Frey (2007) that since adult learners are often balancing work and family responsibilities with course work, it is essential that course options and administrative services are accessible and convenient. The CAEL (2009) study also concluded that availability of the program and convenience were the primary motivating factors for enrollment, followed closely by flexible pacing and time required to complete the program. The survey by Public Agenda underwritten by the Bill and Melina Gates cites the number one reason students give for failing to graduate is having to work and attend school at the same time. The stress of juggling both eventually led to their dropping out of school. Giancola, Grawitch, and Borchert (2009) describe the family-school conflict and the school-work conflict as key stressors and support the Public Agenda findings underscoring the importance of the ALFI principle of Support.

The lowest rank order of 39 out of 45 for the institution was in the ALFI principle area of Financing. The Principle of Financing is defined as, “The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.” The mean benchmark score for the institution was 26.6 as compared to 49.4 for the other survey

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participants. One contributing response to the low ranking was related to Question #11, *To what extent is a commitment to serving adult learners emphasized in the following publications or statements at your institution?* Options included: *institutional mission statement, catalogues, brochures and view books, web sites and on-line materials, public statements by top administrators, faculty orientation materials and handbooks, staff orientation materials and handbooks, and student orientation materials and handbooks* with possible responses of *Almost always, A great deal, Somewhat, Not very much, or Not at all*. The institution responded, *Somewhat*, to web site and online materials, *Not very much*, to catalogues and brochures, and *Not at all*, to the other options. Of the other survey participants, 50% - 70% responded as *Somewhat* or *A great deal* to all options, with 4.3% - 15% responding as *Almost always*.

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Table 11 ISAS (Institutional Self-Assessment Summary) Report

ALFI Principle	Institution Score	Mean Score	Highest Score	Lowest Score	Rank Order	Number of Institutions
Outreach	25.0	41.1	67.7	12.2	36	45
Life/Career Planning	29.9	42.4	70.8	15.8	35	45
Financing	26.6	49.4	76.9	14.4	39	45
Assessment of Learning Outcomes	23.6	36.8	67.7	11.8	35	45
Teaching and Learning Process	32.2	38.6	66.0	7.4	30	45
Student Support Systems	41.2	41.1	67.2	4.3	21	45
Technology	46.3	54.4	89.9	4.0	32	45
Partnership	18.2	32.1	60.1	11.0	35	45
Transitions	38.5	46.2	72.0	12.4	34	45

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The majority of the remaining responses contributing to the benchmark score in Financing were from two questions. Question #20, *Which of the following approaches to supporting the costs of attendance are available at your institution? Which are available for part-time adult attenders?* Options for response were *Available* and/or *Available for part-time adults* and included: Federal financial aid, State financial aid, Institutional scholarships and grants, Deferred/flexible tuition payment, Full Payment due on tuition reimbursement by employer, Payment by credit card, Third-party billing to employers, and Variable fees based on use of services. The institution's responses to federal financial aid, state financial aid, deferred/flexible tuition payment, credit card and third-party billing to employers were similar to the other institutions reporting. However, institutional aid, tuition reimbursement by employer, and variable fees based on use of services were reported as not being available to part-time students. Sixty-eight point eight percent (68.8%) of the others reported institutional aid available to part-timers, 63.4% reported full payment due on tuition reimbursement by employer, and 37.6% reported variable fees based on use of services. Question #21, *Does your institution offer sources of financial support that are designated specifically for adult learners?* Response was *Yes* or *No*. The institution responded *No* while 57% of the other schools responded *Yes*.

The availability of financial assistance and the ability to transfer credits also played a strong factor in enrollment decision making in previous adult satisfaction and priorities studies (CAEL, 2009). Among students in four-year schools, the U. S. Department of Education reports that 45% work more than 20 hours a week. While driven by financial necessity, working while attending school is listed among the many factors placing the educational community out of touch with the needs of adult students today. Working adults often attend part-time, and having both services and financial support available specifically to adult and part-time students is

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apparent in the responses of the other survey respondents. Sixty-seven percent (67%) of the community colleges responding and 43.9% of the universities for an average response of 57% reported the availability of sources of financial support designated for adult learners while the target institution responded 0.0%. The difference between the community colleges and universities is understandable considering the different populations served, but the percentage was significant from both groups. Thirty-eight point five percent (38.5%) of community colleges and 36.6% of universities for an average of 37.6% reported variable fees based on use of services available to both full-time and part-time students while the target institution reported 0.0%.

The remaining benchmark scores were in a range of Rank Order from 30 – 36 and varied from 6.4% - 16.1% below the mean of the reporting institutions. Based on the summary comparison with the other institutions, the target institution should review its policies and procedures if it desires to increase its effectiveness as compared to other adult learning focused institutions.

Adult Learner Inventory Summary

Data for the Groundwork Study was provided from the Office of Institutional Research at the target institution. The Office of Institutional Research also provided the list for the invitations to participate in the Adult Learner Inventory. Table 2 illustrates the comparison between the data from the full student population utilized in the Groundwork Study and the 281 respondents to the Adult Learner Inventory. Based on this comparison, the researcher confirmed that the surveyed population is representative of the selected student population.

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Table 12 Groundwork and Primary Study Demographic Comparison
Groundwork Study **Primary Study**

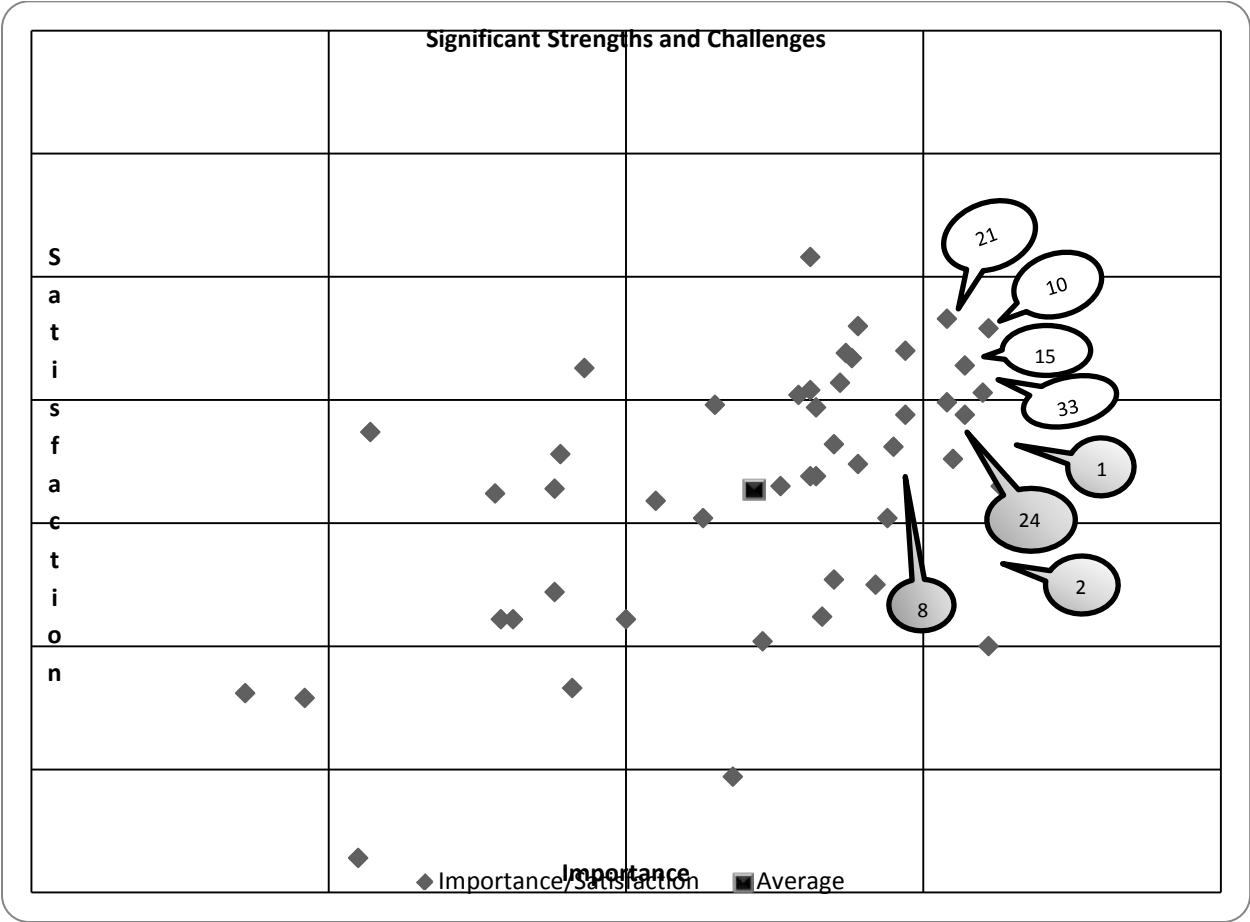
2,188 students 25 years of age or older	2,170 students 25 years of age or older were invited to participate and 279 responded
Fall Semester of 2010	Spring Semester of 2011
71% full-time students and 29% part-time	55% full-time and 45% part-time
40% were male and 60% were female	29% were male and 71% were female
39% were transfers and 61% entered as freshmen	60%, or 169 respondents, had credit received from previous college experience, 23%, 64 respondents held the Associate's degree
80% received Financial Aid and 20% did not	52% reported Tuition Source as <i>Myself</i> , 58% reported loans, 52% reported grants or scholarships, 9% employer, 15% veteran's benefits, and 5% other.

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The Adult Learner Inventory was developed by Noel-Levitz and CAEL using the CAEL Principles of Effectiveness for Serving Adult Learners as the basis for its construction. The principles were outlined in more detail earlier and in summary are: Outreach, Life and Career Planning, Financing, Assessment of Learning Outcomes, Teaching-Learning Process, Student Support Systems, Technology, Strategic Partnerships, and Transitions. Students are asked to respond with a level of importance and a level of satisfaction on each of 47 items. Students respond to each item on a one to seven Likert scale, with seven being high. Averages for importance are typically in the range of five to six and average satisfaction scores are typically in a range of four to five. An additional 20 items relate to how important the factors were in their decision to enroll in the institution. The data is helpful in identifying what items matter to the students based on their expectations and how satisfied they are with the reality of how the institution is meeting those expectations. The difference between the importance and satisfaction score will form the basis for the performance gap to be examined.

Table 3 illustrates the average responses of the participants to the 47 items of the inventory. The average importance scoring for the target institution was 6.21 and the average satisfaction scoring was 5.14 as indicated by the dark square on the scatter plot. Significant strengths were considered those items whose scores were in the upper range of both importance and satisfaction. Significant challenges were considered those items whose scores were above average in importance, but at or below the average in satisfaction. The numbers indicate the item number from the Adult Learner Inventory.

Figure 2 Significant Strengths and Challenges



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Significant strengths.

Item #10-I *have a clear understanding of what I'm expected to learn in my classes.*

The item with the highest importance and satisfaction score, and therefore, a relatively small performance gap, was Item #10. The mean importance score was 6.61 and the mean satisfaction score was 5.79 resulting in a gap of 0.82. The gap of 0.82 compares closely to the gap of 0.68 for the national four-year adult learners. The satisfaction score of 5.79 compares favorably to the satisfaction score of 5.94 (mean difference of -0.15 was not statistically significant) for all who participated in the national, four-year study. The strength of the response is supported also by the satisfaction scores on this question having only a 1.39 standard deviation indicating relatively small variation in the range of individual student responses. Given that the average satisfaction scores are commonly 1.0 below importance scores, the gap of 0.82 is significantly positive (Noel-Levitz, 2011).

The ISAS response item most closely related to this principle was Question #27, *To what extent is each of the following frequently employed in the learning experiences offered by your institution?* The institution responded that *Clear learning outcomes established and communicated* were employed *Three-fourths or more*. One could conclude based on the satisfaction scores reported by the students that the institution was accurate in describing itself as achieving the goal of communicating clearly to the students the expectations and learning outcomes in this important area of adult student learning.

Item #33-*This institution explains what is needed for me to complete my program here.*

Item #33 also received a high importance score of 6.60 and a higher than average satisfaction score of 5.53. However, the resulting gap of 1.07 does not compare favorably to the

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average gap of 0.79 for national four-year learners and the mean difference between the target institution's satisfaction score of 5.53 and the average satisfaction score of 5.89 for the group results in a mean difference of -0.36 (statistically significant at the .001 level). The Item #33 question is focused in a similar area to the question in Item #10 and the response was consistent with the response to Item #10. Item #10 dealt primarily with learning outcomes and what is expected from individual classes while Item #33 is aimed at the program objectives. Both are important to the adult learner, but the satisfaction level of understanding of the objectives to complete programs is slightly less than that of individual classes.

A look at the ISAS response items to the related principles sheds some light on differences with the national responders. ISAS Question #28 asks, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* To *Individualized and ongoing assessment of progress, deficiencies, and needs* the institution responded *Much less than half*. To *Individualized learning plans or contracts tailored to accommodate students' work and life commitments*, the institution responded *Not at all*. To *Clear plan of study showing what needs to be accomplished and when*, the institution responded *About half*. Of the four-year institutions, 69.9% responded *About half* and *Three-fourths or more* to *Individualized and ongoing assessment of progress*; 80.5% responded that individualized learning plans or contracts were used *to some extent*; and 51.2% responded that Clear plans of study were used *Three-fourths or more* of the time. Based on the comparison with the four-year respondents, the target institution could raise its satisfaction rating in this area by employing one or more of these principles in its educational programming to the adult learner.

Item #15-*Advisors are knowledgeable about requirements for courses and programs of interest to me.*

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The response to Item #15 was the second set of responses most closely aligned with the responses of the national four-year adult learners reflected by a mean satisfaction score difference of only -0.05 from the national group. With an average importance score of 6.57 and an average satisfaction score of 5.64, the gap is only 0.93. As noted by Noel-Levitz (2011), averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5, resulting in an average gap of 1.0. While both the importance and satisfaction scores exceed this average, the gap is within the typical range and compares favorably to the 0.86 gap in the national survey. The adult student responders understand the importance of advising and appear to express confidence in the knowledge of their advisors at the target institution.

On the ISAS survey the institution was asked to respond to the question, *About what proportion of the entering students at your institution experience each of the following?* The response was that 100% of the entering students have *A single advisor or point of contact from whom to seek help.* The response of the students seems to substantiate the response by the institution in their positive reaction to the knowledgeable advising they receive.

An additional question on the ISAS survey is related to Item #15 on the student learner inventory and may suggest an opportunity for improvement in this principle, although it is already the highest ranked area as compared to the other schools in the survey. Table 1 reflects an average score in the ALFI principle of Student Support Systems of 41.2 compared to a mean score of 41.1 for the group and a rank order of 21 out of 45 schools. Question #41 on the ISAS survey asks, *In faculty development workshops that focus on how to address each of the following topics, how would you describe the participation of faculty teaching at your institution?* In response to the topic *mentor adult learners* the institution responded that it was

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not offered either to full-time faculty or part-time faculty. Perhaps incorporating opportunities to improve competencies in the mentoring and advising of adult students into faculty development workshops would improve the institution's satisfaction scores in the area of Student Support Systems even higher than the 21 out of 45 ranking reflected in the current survey.

Item #21-*My studies are closely related to my life and work goals.*

The average satisfaction response of 5.83 to Item #21 was the highest satisfaction score reported in the survey and compares to 6.00 (mean difference of -0.17) reported by the national four-year adult learners. The importance score of 6.54 was slightly below the other significant strengths, but still strong, and compares to a score of 6.60 reported from the national survey. The gap of only 0.71 was the smallest gap among the significant strengths and indicates greater than average relation between the importance and satisfaction, but still not as small as the gap of 0.60 reported from the national survey. This would indicate a small gap is normal on this response.

The ISAS asks the question, *To what extent is each of the following a typical feature of the curriculum at your institution?* The institution reported that *applied or hands-on experiences and activities that point toward knowledge and skills that graduates will be expected to apply in the future* were a typical feature of the curriculum *Three-fourths or more* of the time. The high satisfaction rating for Item #21 supports the students recognition of the practical applications apparent in the curriculum. To a lesser degree, but still supportive was the institutional response that *internships or other work experiences* were a typical feature *About half* of the time. *Use of student's own life and work experience and curriculum conducted in workplace or community settings* were noted as a typical features *Much less than half* of the time. Enhanced programs offered by the institution incorporating these two areas may affect an even higher satisfaction rating from the adult learners.

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Significant challenges.

Item #1-*My program allows me to pace my studies to fit my life and work schedules.*

Item #1 received the highest average score in importance. The average score of 6.63 is consistent with the score of 6.68 reported by the national four-year adult learners. However, the satisfaction score reported was 5.15 compared to the national survey score of 5.79, resulting in a slightly larger gap for the target institution of 1.65 compared to a gap of 1.42 for the national survey. Both surveys resulted in a fairly significant gap indicating a common dissatisfaction of adults in pacing studies around life and work schedules. These gaps are consistent with the findings in a study by CAEL to develop tools for two-year colleges to help adult learners where they identified four major barriers to education for working adults: lack of time, family responsibilities, scheduling and location of courses, and the cost of education (Silva, Calahan, & Lacireno-Paquet, 1998).

Two questions on the ISAS are related to the institution's ability and success in addressing this need for adult learners. In response to Question #19, *About what proportion of the entering students at your institution experience each of the following? Individual contact to determine goals for enrollment, individual contact to assess and overcome specific barriers to learning, and a study contract or individualized plan of study*, the institution reported that only *Some* students receive such service. The second Question #26, *To what extent is each of the following a typical feature of the curriculum at your institution? Individualized or self-paced instructional formats* were reported as *Not at all*, *Flexible academic calendar with continuous offerings* reported as *Not at all*, and *Accelerated approaches (e.g., six- to eight-week courses)* reported as available *Much less than half*.

Complete College America reported that the students surveyed who fail to graduate cited the number one reason was the fact they had to work and go to school at the same time. Despite

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their efforts, the stress of juggling both eventually led to their dropping out of school (DuPont, Johnson, Ott, & Rochkind, 2009). Among students in four-year schools, the U. S. Department of Education reports that 45% work more than 20 hours a week. Self-paced studies and flexible schedules that adapt to balance life and work schedules with school are highly important to adult students and they appear to be generally not satisfied with what higher education has to offer them. Their expectations may be unrealistic, but higher education must find its relevant position if it is going to reach and graduate this population.

Item #2-*Sufficient course offerings within my program of study are available each term.*

Item #2 is somewhat similar to Item #1 in that it involves a service the adult learner desires to be delivered according to his/her need. The item, however, resulted in an even larger gap between importance and satisfaction. As with Item #1, this concern was rated as one of the most important items with a score of 6.61 as compared to the national survey score of 6.48. However, the satisfaction score of 4.50 resulted in a gap of 2.11, the second highest gap among all items. The national four-year adult learners recorded a satisfaction score of 5.41 resulting in a gap of 1.07, almost half the gap of the target institution. This is a significant gap in an area of high importance to the adult student.

The same two questions on the ISAS related to Item #1, (#19 and #26), may be reflected in the response to Item #2 on the ALI, *About what proportion of the entering students at your institution experience each of the following?* and, *To what extent is each of the following a typical feature of the curriculum at your institution?* Study contracts, individualized plans of study, and flexible academic calendars with continuous offerings would both enhance the satisfaction of adult learners with sufficient course offerings available each term. Students must

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make good choices and provide the effort; states must clear obstacles that block paths to success; and colleges and universities must focus on graduation as their measure of success and align programs and services to the needs of today's students (Complete College America, 2011).

Item #24- *"I receive the help I need to stay on track with my program of study."*

While not as low as some items in satisfaction (5.26), Item #24 was high in importance (6.55) and resulted in a considerable gap of 1.29. The national survey respondents scored the importance a similar 6.52 and the satisfaction a bit higher at 5.61 resulting in a smaller gap of 0.91. At first glance, the response is confusing since the top three significant strengths all seem to deal with knowledgeable advising, understanding of what is expected in classes, and clear explanations of what is needed to complete the classes. It is possible that the responses to Items #10, #33, and #15 indicate that the adult students are satisfied with the instruction given and course syllabi distributed, and are confident with the ability of the advisors. However, they may be expressing dissatisfaction with the intervention and ongoing support provided to ensure their success once engaged in the coursework.

Question #28 on the ISAS asks, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* The institution responded that *Individualized and ongoing assessment of progress, deficiencies, and needs* were a prominent feature *Much less than half* and *Proactive intervention by mentors/advisors* a prominent feature *Much less than half*. Other universities responding to the national survey reported that for 65% of students these activities were a prominent feature half to three-fourths of the time. The proactive intervention and ongoing support could be responsible for the lower comparative gap reported by the national four-year adult learners. Park and Choi (2009) looked at the factors that affect adults in online classes to persist or drop out and found a statistical difference in perceptions of family

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and organizational support, and satisfaction and relevance. It also showed that the theoretical framework, which includes family support, organizational support, satisfaction and relevance in addition to individual characteristics, is able to predict learners' decision to drop out or persist. Adult learners are more likely to drop out of online courses when they do not receive support from their family and/or organization regardless of learners' academic preparation and aspiration. The combined effort of the organization, family, and advisors may be relevant factors in the help the adult learners believe they need to stay on track with their programs of study.

Item #8-*This institution provides students with the help they need to develop an education plan.*

The lower than average satisfaction response to Item #8 is consistent with the challenges expressed in the responses to Items #1, #2, and #24. The importance score of 6.44 is almost identical to the 6.48 importance score of the national four-year learners, but the satisfaction score of 5.02 is substantially lower than the 5.63 reported on the national survey. These scores result in a 1.42 gap for the target institution compared to a 0.85 gap for the national survey. There is noted a larger standard deviation of 1.77 in the scores of the target institution as compared to a standard deviation of 1.53 for the national survey respondents indicating a wider range of satisfaction among the individual students. However, a gap of 1.42 signals a significant area of challenge for the institution and one that needs close examination.

Responses from the target institution to selections from Question #19 on the ISAS *About what proportion of the entering students at your institution experience each of the following?* parallel the principle areas in Items #1, #2, #8, and #24, the four lowest satisfaction scores on the ALI. Particularly related appear to be *Individual contact to determine goals for enrollment and individual contact to assess and overcome specific barriers to learning* where the institution

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reported that only *Some* students receive such service. Question #28 on the ISAS relates to a similar principle *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* To the response *Individualized learning plans or contracts tailored to accommodate students' work and life commitments*, the institution reported *Not at all* and to the response *Clear plan of study showing what needs to be accomplished and when*, the institution reported *About half*. On the national survey, the response to the *Individualized learning plans or contracts tailored to accommodate student's work and life commitments* was not substantially different from the target institution. Only about 18% reported individualized learning plans as a prominent feature *About half* or *Three-fourths or more*. In contrast, to the response to *Clear plan of study showing what needs to be accomplished and when*, 59.1% reported *Three-fourths or more*. Results suggest that the adult learners have expectations of a greater individual involvement of advisors in laying out the clear educational plan of study and as indicated in Item #8, providing the help to keep them on track.

In summary, the top four strengths and the top four challenges focus on similar themes that begin to provide insight into the gap between expectations and reality for the adult undergraduate students. As noted in the initial observations during the groundwork study, adult students have varied, but strong motivations when they begin or return to college. Preliminary titles of essays for those in the Adult Re-Entry Program suggest these themes: *Infinite Possibilities, My Journey of Empowerment, My Quest for a Better Life, Following a Dream, and Finish What You Start*. The top four strengths based on the highest importance scores and the highest satisfaction scores reflect this preparation and determination. Items #10 and #21 support the conclusion that they have determined that their studies are integral to their life and work goals and have a clear understanding of what they are expected to learn. On the ISAS Question

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#19 *About what proportion of the entering students at your institution experience each of the following?* the institution responded that *All* students experience *Participation in an orientation or planning course*. Responses to Items #10 and #21 on the ALI undergird both the importance of such activities and the satisfaction level of the students with the quality of those experiences. The other two strengths reflected in Items #33 and #15 support the students' satisfaction with the quality and reputation of the institution itself and the staff's and advisors' knowledge and abilities to assist them in their chosen field of study.

The top two challenges relate to common issues in literature that define the roadblocks to adult degree completion. Item #1 *My program allows me to pace my studies to fit my life and work schedules*. and Item #2, *Sufficient course offerings within my program of study are available each term*. both relate to the balance of work, family, and school. In the Complete College America survey students reported that despite their efforts, the stress of juggling work and school eventually led to their dropping out rather than graduating. Results of the ALI from the target institution study is consistent with both a high importance ranking of the issue (expectation) and a low satisfaction ranking (reality) as adult students seek to pace their studies around life and work schedules and find sufficient course offerings to stay on track with the completion of their program.

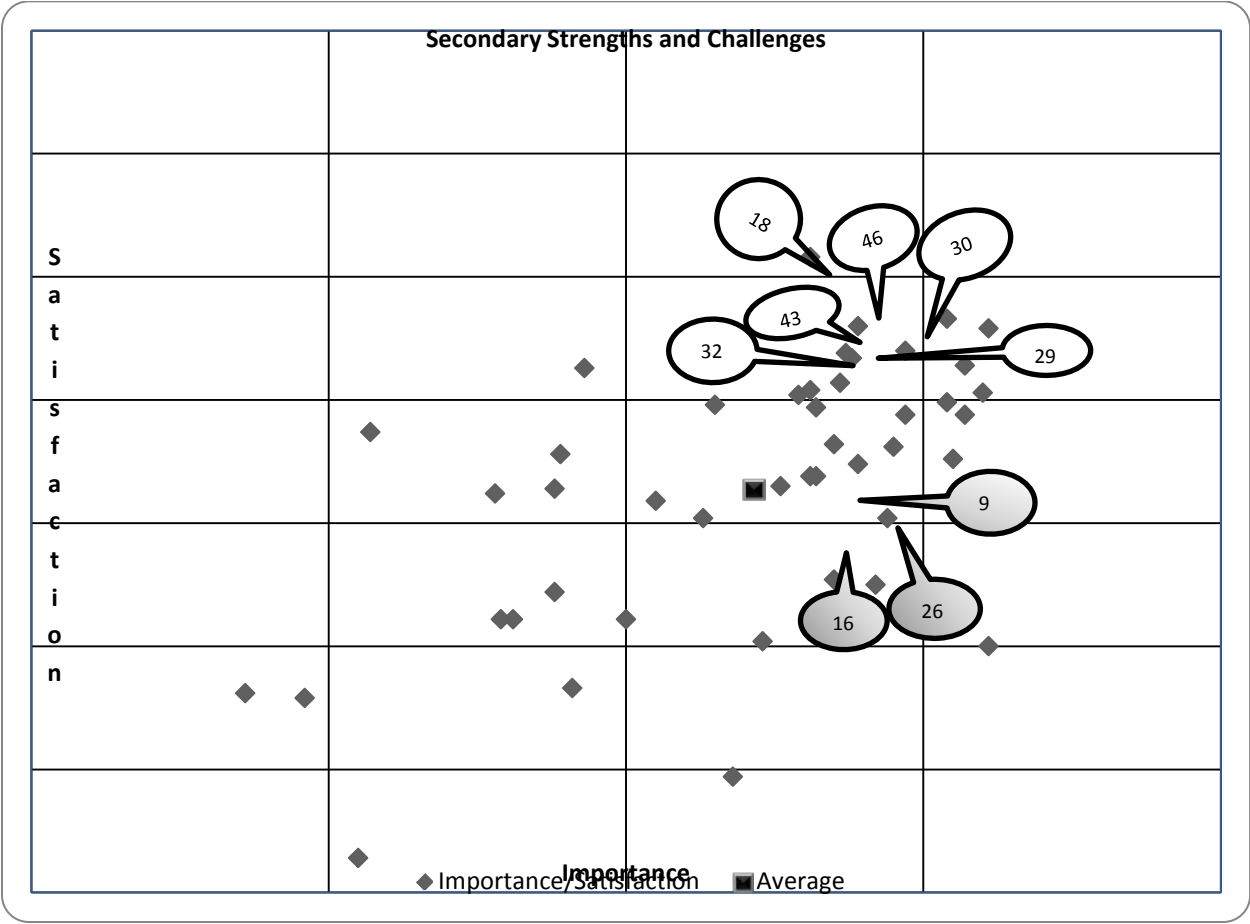
While surveys record the difficulty and result of not bridging the gap between the importance and satisfaction, this study is focused on what support programs may be provided to enhance the percentage of adults who persist to graduation. Horn's study on nontraditional student trends revealed that nontraditional students were much less likely to earn a degree within five years of beginning their postsecondary education, and far more likely to have left school without returning than were their traditional counterparts. Among undergraduates with a

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bachelor's degree objective, about one-third (31 %) of nontraditional students attained a degree within five years, compared with more than one-half (54 %) of traditional students.

Nontraditional students were also more than twice as likely to drop out of school in their first year (38 % versus 16 %.) Interestingly, if the students persisted to their second year, nontraditional rates of attrition were much closer to the rates of traditional students. One key toward bridging the gap may be to intensify the support suggested by the adult learners in the first year at minimum, and possibly to a progressively declining degree throughout the second and subsequent years.

Figure 3 Secondary Strengths and Challenges



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Secondary strengths

Item #30-I *am able to obtain information I need by phone, fax, email, or online.*

Item #32-*Technology enables me to get the services I need when I need them.*

Items #30 and #32 relate to a similar topic of access to information and technology.

Importance scores of 6.47 and 6.36, respectively, and satisfaction scores of 5.70 and 5.57, reflect a high level of satisfaction with gaps of only 0.77 and 0.79. The national four-year learners rated their experiences with similar importance and satisfaction scores, but with even smaller gaps of 0.51 and 0.59. One may conclude that all the schools who participated in the survey were already ALFI (Adult Learning Focused Institutions) or interested in becoming more focused toward the adult learners. Adequate access to information from multiple platforms is a mandatory, entry-level achievement for such an institution.

On the ISAS in the Student Services area, the institution was asked to indicate whether students at the institution can *receive substantial services* or *fully complete a transaction* from either institutional or unit resources at each of the times indicated and/or through each of the media shown. The times were *Face-to-Face* during *Evening/Weekend Hours* on *Main Campus* or *Other sites*. The Non-Face-To-Face media options were *Print-Based*, *Telephone-Based*, and *Web or Technology-Based*. *Substantial services* was defined to mean, for example, being able to interact with an advisor to determine which courses to take. *Fully completing a transaction* might be receiving accurate financial aid information and being able to file forms to apply for financial aid (not just getting information about how to do it). The target institution's responses to the *Non-Face-To-Face* delivery of the services and ability to complete transactions was fairly consistent with the responses of the other institutional participants.

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While still a strength area, a few noted differences in responses may lend some insight into areas where the institution might improve the satisfaction scores to more clearly match those of the other participating institutions. Of the institutions reporting, university responses indicated that 78% of their students receive *Academic Advising – Non-Face-To-Face – Telephone-Based* while the target institution reported that specific service was not available. Similar comparative responses for other services such as business office/bursar services, career services, counseling services, learning resources/library services, validate that telephone-based services are primarily available during daytime and week-day hours. Based on the high satisfaction scores, adult students at the target institution are able to access most information they seek from the print and computer services. It does seem that other institutions are making a broader range of services available by telephone during evening and weekend hours. This could be an area of improved service to the adult undergraduate learner.

Item #46-*The learning experiences within my program of study challenge me to reach beyond what I know already.*

Item #29-*My instructors respect student opinions and ideas that differ from their own.*

Similar to the responses to the first three strengths, responses to Items #46 and #29 continue to validate the perception of quality of the institution by the adult learner, the recognition of quality experiences in the classroom, and the high esteem in which they hold their instructors. Item #46 elicited a similar importance (6.39 compared to 6.51) and satisfaction score (5.80 compared to 6.03) to the national survey and also a similar small gap of 0.59 compared to 0.48 in the national group. The response is also consistent with the response to Items #10, #15, and #21 with respect to their satisfaction that the expectations are clear in the classes, the advisors are knowledgeable about the requirements, and the studies are related to their life and

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work goals. The importance and satisfaction responses to Item #29 again support the overall experience in the classroom. The positive satisfaction response also supports the institution's response that an *Emphasis on Cultural Diversity* is a typical feature of the curriculum at the institution *Three-fourths or more* of the time. This acceptance of diverse opinions creates a comfortable environment and encourages positive interaction between the traditional (often younger) and the non-traditional (often 25 years of age or older) undergraduate students.

Darkenwald and Novak (1997) found that academic performance in college is actually enhanced as the proportion of adults to young people increases in the classroom. Adults in the classroom tend to encourage appropriate, adult-like behavior among younger students through their example, their individual efforts in maintaining appropriate conduct among the younger students in the classroom, and their expectation that all students should act and be treated like adults.

Judging by the high satisfaction response to the respect for diverse student opinions one could conclude that the classroom experience at the target institution reflect this actuality.

Item #43-*The frequency of interactions with my instructors is satisfactory.*

The response to Item #43 further supports satisfaction with the courses themselves and the classroom experience. The importance score of 6.37 and the satisfaction score of 5.69 resulted in a gap of 0.68 as compared to the national survey importance score of 6.41 and satisfaction score of 5.85 for a gap of 0.56. The positive response seems at first to be in conflict with the low satisfaction expressed in the response to Item #24, *I receive the help I need to stay on track with my program of study.* and Item #8, *This institution provides students with the help they need to develop an education plan.* However, this is obviously not a responsibility the adult learner expects from the individual faculty member in the classroom. On an individual basis,

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they are satisfied with the *frequency of interaction*, but expect a different level of advising for developing the overall education plan and program of study.

The institution reported on the ISAS that *Substantial use of web and/or email* and *Prompt feedback on performance* were frequently employed in the learning experience at the institution *Three-fourths or more* and *About half* of the time respectively. The importance rating by the students and the satisfaction rating both support the significance of this interaction and support the institution's reporting of its frequency. Institutional response to Question #28 of the ISAS, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* also supports the institution's strength in this area. *Frequent contact with mentors/advisors* was reported as a prominent feature *About half* of the time. However, *Proactive intervention by mentors/advisors* was reported as a prominent feature only *Much less than half* of the time. Of the other institutions responding to the national survey, 53.8% indicate that *Frequent contact with advisors/mentors* is a feature *About half* of the time and for 20.4% of the institutions, it is a feature *Three-fourths or more* of the time. *Proactive intervention by advisors/mentors* is a prominent feature for 40.9% of the institutional programs *About half* of the time and 10.8% reported it was a prominent feature *Three-fourths or more* of the time. While the area is a strength for the target institution, increasing the prominence of contact with advisors/mentors and increasing the proactive intervention would no doubt increase the satisfaction and reduce the gap even further.

Item #18-*This institution uses technology on a regular basis to communicate with me.*

Item #18 is listed as a secondary strength only based on its level of importance scoring. The satisfaction score of 6.08 was the highest rated item on the ALI for the target institution and with an importance score of 6.31 produced a performance gap of only 0.23. When compared to

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the national importance score of 6.32 and satisfaction score of 6.11 the performance gap also compares favorably to the 0.21 gap of the national four-year learners. The mean difference in satisfaction scores of -.03 was not statistically significant.

The ISAS asks the institution to *Please indicate whether students at your institution can receive substantial services or fully complete a transaction from either institutional or unit resources at each of the times and/or through each of the media shown.* The groupings of responses are divided into *Face-to-Face* during *Daytime Hours or Evening/Weekend Hours* and *Non-Face-to-Face* either *Print-based, Telephone-based, or Web or Technology-Based*. The institution indicated that *Web-or Technology-Based* services were available for both *receiving substantial services* and *fully completing transactions*. Since adult learners are often balancing work and family responsibilities with course work, it is essential that course options and administrative services are accessible and convenient (Frey, 2007). The positive response in satisfaction from the adult learners substantiates the institution's statement of the accessibility and the convenient use of the technology on a regular basis.

Secondary challenges

Item #9-*I receive adequate information about sources of financial assistance available to me.*

These three secondary challenge items are clustered together with similar importance scores just above the mean scores and similar satisfaction scores just below the mean satisfaction scores. Item #9 received an importance score of 6.35 comparable to the national survey score of 6.37, but the satisfaction score of 4.77 was significantly below the national survey satisfaction score of 5.21 for a mean difference of -0.44 and statistically significant at the .001 level. The standard deviation was in the high range at 1.96 and reflects a wide variability of scores with

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some students being very satisfied and some very dissatisfied. This may be an area where further analysis by targeted groups might be necessary to understand the variability and whether there was any consistency in which groups were having the different experiences.

On the ISAS, the institution answered *No* to the question, *Does your institution offer sources of financial support that are designated specifically for adult learner?* The target institution also answered *No* to the question, *Does your institution employ an individual explicitly assigned to assist students in preparing documentation for third-party payers or reimbursement (such as employer tuition assistance or agency support)?* The institution did indicate that allowances are added to budgets for the cost of dependent care and commuting, but no special eligibility provisions for adults are clearly highlighted nor adjustments made to budgets when actual costs exceed estimates. CAEL (2009) found that the availability of the program and convenience were the primary motivating factors for enrollment, followed closely by flexible pacing and time required to complete the program. Availability of financial assistance and ability to transfer credits also played a strong factor in enrollment decision making. Understanding and adjusting financial aid processes for the adult learner may improve the difference in the mean satisfaction score with the national four-year learners.

Item #16-*Billing for tuition and fees is tailored to meet my specific needs.*

Item #16 received an importance score of 6.33 and a satisfaction score of 4.62 resulting in a performance gap of 1.71. The national four-year learners rated the importance as 6.41, but scored their satisfaction as 5.38 for a gap of only 1.03. The mean difference in satisfaction scores was -0.76 and statistically significant at the .001 level. As with Item #9, the standard deviation was high at 1.93 reflecting a range of variability in the experiences of the students on this item. Some were likely very satisfied while others were not as satisfied with their individual

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experience. The importance score of 6.33 was above the mean for importance scores, but the satisfaction was below the mean for the target population.

Question #20 of the ISAS asks *Which of the following approaches to supporting the cost of attendance are available at your institution? Which are available for part-time attenders?*

Responses by the target institution on payment options and payment plans were consistent with the peers. It is possible that the communication of these options to the adult learners may not be sufficient for their clear understanding of the availability. Thirty-seven point six percent (37.6%) of the institutions responding did indicate that variable fees were available based on use of services; the target institution did not report that availability. Some of the difference in satisfaction could be related to this response. Silva, Calahan, and Lacireno-Paquet (1998) identified four major barriers to education for working adults: lack of time, family responsibilities, scheduling and location of courses, and the cost of education. Cost of education is a significant barrier to some, and flexible payment options and billing practices are necessary for the adult learner to maintain the balance between school and family financial obligations.

Item #26-*I am able to choose course delivery that fits my life circumstances.*

As mentioned in the discussion of Item #16, scheduling and location of courses was identified by Silva, Calahan, and Lacireno-Paquet (1998) as one of the four major barriers to education for working adults. Item #26 was rated by the adult learners as 6.42 in importance, but only 4.75 in satisfaction for a performance gap of 1.67. The standard deviation of 1.86 is in the similar range with Items #9 and #16 and again, the amount of variability expresses the considerable variance in experience of students in their satisfaction level with this item. While the importance score of the national survey of 6.48 was similar, the mean difference in

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satisfaction score of 5.54 for the national four-year learners was -0.79 and statistically significant at the .001 level.

The ISAS includes two comprehensive questions in the Teaching and Learning section that allows the institution the opportunity to note typical features of the curriculum and modes of instructional delivery available. Question #25 states, *Which of the following modes of instructional delivery are used at your institution? Which of these constitute a significant feature of your instructional approach – i.e. are experienced by at least 15% of your undergraduate degree-seeking students?* The institution indicated that *face-to-face instructional delivery* was *Significant mode* for daytime and evening classes, but *Not available* before working hours, face-to-face on weekends, face-to-face workplace at any time, recorded one-way or audio delivery, interactive two-way video or audio delivery, or asynchronous print-based (correspondence) delivery. Synchronous computer-based delivery and asynchronous computer-based delivery were both *Significant mode*. Of the other schools responding, 37.6% showed face-to-face classes before working hours as *Available mode*, 66.7% face-to-face classes weekend as *Available mode*, 46.2% face-to-face workplace at any time as *Available mode*, 50.5% recorded one-way video or audio delivery as *Available mode*, 55.9% interactive two-way video or audio delivery as *Available mode*, and 21.5% Asynchronous print-based (correspondence) delivery as *Available mode*. All delivery systems may not be appropriate for all institutions, but clearly the target institution's modes of delivery should be analyzed for potential expansion.

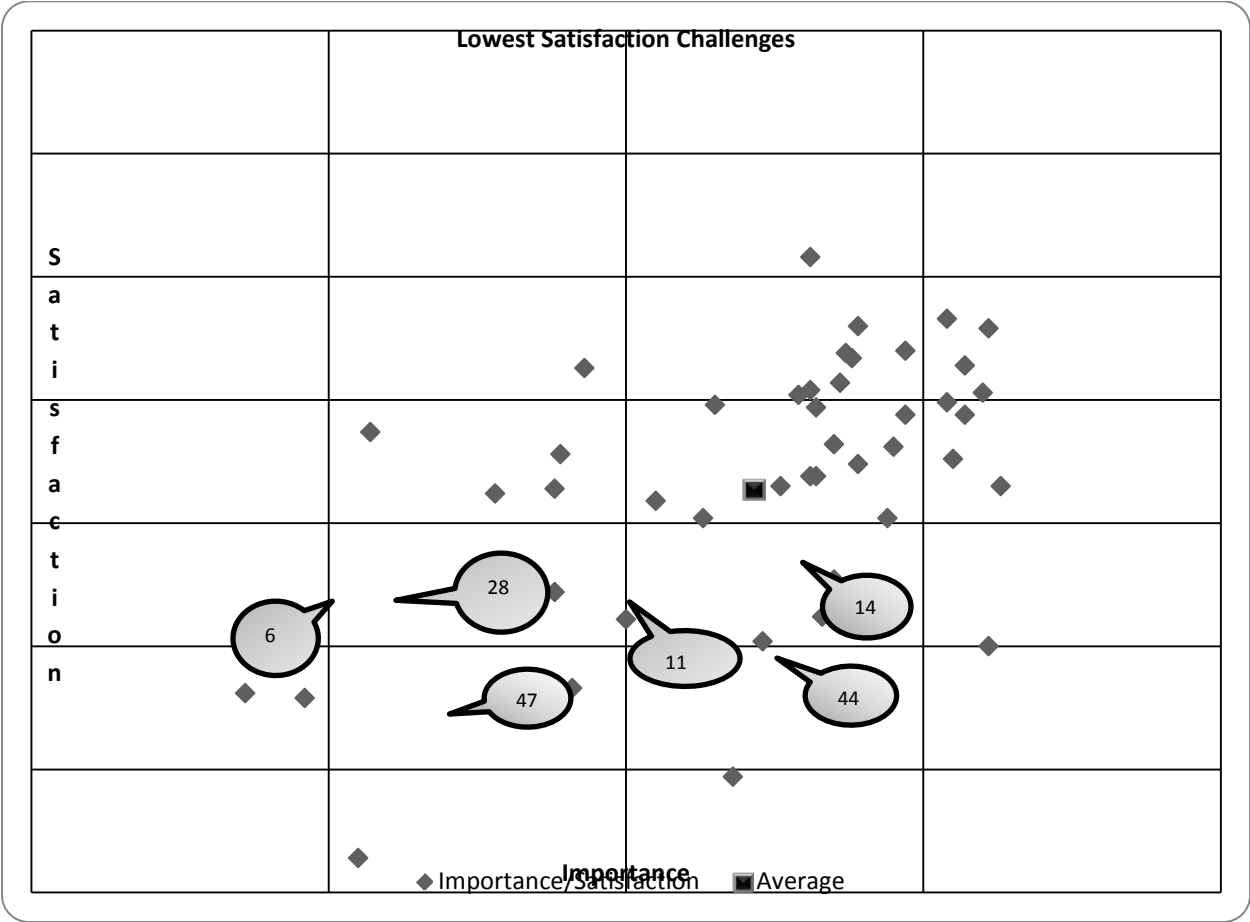
Question #26 asks, *To what extent is each of the following a typical feature of the curriculum at your institution?* Modular course formats of varying lengths were noted as a typical feature *Much less than half* of the time; competency-based curriculum design *Not at all*; individualized or self-paced instructional formats, *Not at all*; flexible academic calendar with

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continuous offerings, *Not at all*; and accelerated approaches, *Much less than half* of the time.

Later Question #28 asks, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* Individualized learning plans and contracts tailored to accommodate students' work and life commitments were noted as a prominent feature *Not at all*. Findings that emerged from a national report on adult learners' satisfaction and priorities showed that availability of the program and convenience were the primary motivating factors for enrollment, followed closely by flexible pacing and time required to complete the program (CAEL, 2009). The low satisfaction scores by the adult learners at the target institution appear to reflect those same concerns as expressed by the performance gap between their expectations and their reality.

Figure 4 Lowest Satisfaction Challenges



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Lowest Satisfaction Challenges

Item #6-*I receive timely direction on how to transfer to other institutions.*

The Item #6 response was the lowest in both importance and satisfaction of all the items on the ALI for the target institution. The score of 5.36 on importance and 4.31 on satisfaction compares to national survey scores of 5.42 on importance and 4.94 on satisfaction. The mean difference on satisfaction between the institution's response and the national four-year adult learners' response was -0.63 and not among the highest mean difference scores with the national survey. The gap between importance and satisfaction on the institutional survey was 1.05 compared to the national survey difference of 0.48. As was discussed earlier, a gap of around 1.0 between importance and satisfaction is not unusual, but the difference in gap with the national survey is substantial. It is important to note that in both the institutional and national survey responses, the standard deviation (1.70 for institutional and 1.71 for national) was slightly above the average as compared to other items in the survey. The wide range of satisfaction scores could be a result of wide variance in the individual experiences based on individual circumstances. It may also be affected by whether the service is desired or needed. The corresponding low importance score would indicate that it is not extremely important for most students, and possibly not an expectation of the institution except in specific cases, where transfer is necessary to complete a particular program of study. Through further study with targeted populations to understand the need, programs and process could be implemented to respond more positively.

Examination of the ISAS responses by the institution to related questions sheds some light into the possible reasons for the significant difference in the satisfaction scores of the institution as compared to the national survey. The ISAS asks the institution in Question #33, *To what extent are students at your institution able to easily check transfer requirements for*

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multiple transfer institutions against their own academic records (e.g. through a “degree audit” system)? The institution responded *No capability to do this*. Of the universities responding to the national survey, 24.4% responded *Possible, but not easy*; 26.8% responded *Somewhat easily*; and 34.1% responded *Very easy*. Question #16 asks, *With which of the following institutions or organizations does your institution have formal articulation agreements or policies that allow students to gain credit for education or training received?* Formal articulation agreements or policies were indicated by 97.6% with public/private (non-profit) colleges or universities, 46.3% with proprietary (for-profit) colleges and universities, 26.8% with corporate training programs, 24.4% with union or community-based training/educational programs, and 65.9% with governmental training programs (state, local, federal, military). The target institution reported formal articulation agreements or policies with only governmental training programs (state, local, federal, military). Based on the pattern of response, the other institutions may have been Adult Learning Focused Institutions (ALFI) for a longer period of time and have developed the programs that respond to this need for some segments of the adult undergraduate students. Responses to this item may also be related to the low satisfaction expressed in Items #8 and #24 and the expectation for help to develop an overall educational plan and receive assistance to stay on track.

Item #28- *This institution initiates many opportunities for me to connect with other adult learners.*

The responses to Item #28 were similar in range to the responses to Item #6. An importance score of 5.46 for the institution compares to an importance score of 5.89 for the national study, but a satisfaction score of only 4.29 is compared to a satisfaction score of 5.54 for the national study. The institutional response resulted in a gap between importance and

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satisfaction of 1.17 which was triple the national four-year learners' gap of only 0.35. The mean difference in the satisfaction scores between the insitutional and national surveys was significant at -1.25. The standard deviation of 2.01 was in the highest range and one of only four items whose standard deviation exceeded 2.0. The wide range of the satisfaction scores indicates considerable discrepancy in the experience of adult students in social aspects and the buiding of community among their peers. The relatively low importance score is the factor that eliminates this item from being classified as a significant challenge, but should still be one of concern for the institution. While the target institution's adult undergraduates are in line with the other students who responded to the national survey on the importance of the item, their level of satisfaction is much lower.

The ISAS Question #19 asks the institution, *About what proportion of the entering students at your institution experience each of the following?* To the suggested response *Substantial contact with peers to create a sense of community* the target institution responded that *Some* entering students experience substantial contact while 41.5% of the other universities reported *Most* experience substantial contact; and 12.2% responded that *All* entering students experience substantial contact with peers to create a sense of community. In Question #26, the ISAS poses the question, *To what extent is each of the following a typical feature of the curriculum at your institution?* The institution responded that *Student-led courses or student-organized group learning activities* were experienced *Not at all* and *Cohort based approaches* experienced *Much less than half*. Other universities responded that 61.0% of the time *Student-led courses or student-organized group learning activities* are experienced *Much less than half*; 12.2% *About half*; and 4.9%, *Three-fourths or more* of the time. *Cohort based approaches* are experienced 70.7% *Much less than half*, 9.8% *About half*, and 7.3% *Three-fourths or more*.

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Adult undergraduates being provided with opportunities to connect with other adult learners did not rate high in importance in either the institutional or national survey. Many adult undergraduates have families and work obligations that may affect their expectations of social interaction. However, the survey responses indicate that those who do perceive this as important, are not satisfied with their experience at the institution. The questions on the ALI and the ISAS are both created to reflect how well the institution embodies the eight principles of good practice that should characterize an Adult Learning Focused Institution (CAEL, 2009). The questions themselves along with the responses from the other institutions lend direction to potential improvements for the target institution that would encourage the opportunities for connection.

Item #14- *I receive guidance on which classes will transfer to programs here and elsewhere.*

Item #14 was slightly above the average importance score of the national survey (6.23 as compared to an average importance score of 6.21), but received one of the lowest satisfaction scores. While the importance score 6.23 was also similar to the importance score of the national survey, the satisfaction score of 4.52 fell considerably below the satisfaction score of the national survey. The result for the target institution was a gap of 2.03 as compared to a gap of only 1.69 for the national four-year learners. In keeping with the previously discussed Item #6, the standard deviation of 2.03 was among the only four items whose standard deviation was in excess of 2.0. This large variance may be the result of the experience and satisfaction of a small number of students and may not be indicative of the satisfaction of the group as a whole. The general topic is also similar to Item #6 and follows the low satisfaction expressed about program information, active advising, and pro-active involvement to keep them on track in their chosen program field.

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In addition to the ISAS questions noted in Item #6, there is one question on the ISAS that relates more directly to the Item #14. The ISAS asks, *To what extent are students at your institution able to easily check transfer requirements for multiple transfer institutions against their own academic records (e. g. through a “degree audit” system)?* The target institution indicated *No Capability to do this*, while 34.1% of the universities responded *Very Easily*; 26.8% responded *Somewhat easily*; 24.4% responded *Possible, but not easy*; and only 14.6% responded *No capability to do this*.

Items #8 and #24 relate to the expectation for help to develop an overall educational plan and to receive assistance to stay on track through completion of the plan. It is possible that the adult learner includes the potential for transfer both within the institution and possibly to another institution as a part of the overall educational plan. Following that logic, Items #6 and #14 both relate to the guidance given for transfer to other programs within the university or to programs that necessitate transfer to a different institution. The relatively average score of 6.23 is an indication that it is only important to those who include that possibility in their overall educational plan. However, for those individuals, their satisfaction with the target institution’s ability to provide those support services differs rather significantly from the responses from the national four-year learners. The significant gap between the importance (expectations) of the adult undergraduates and their relative satisfaction (reality) in the area of transfer advising should be a cause for concern. Coupled with the gap between the expectations expressed by the adult learners on the ALI and the available tools for individual inquiry into transferability indicated on the ISAS, there should be a tremendous opportunity for the institution to meet a strategic need.

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Item #44-*I can receive credit for learning derived from my previous life and work experiences.*

The item with the largest standard deviation (2.19) was Item #44. The standard deviation was relatively large (1.93) for the national study as well and shows a wide variation in the range of scores reported. As discussed with other questions where the standard deviation is significant, the scoring of the importance/satisfaction scales seems tied to whether or not individual students have had any experience in that area or have sought the service. While the importance scores were in a similar range with the national survey (6.18 as compared to 6.34) the satisfaction score of 3.97 resulted in a large mean difference from the national survey which reported 5.06 ($5.06 - 3.97 = \text{mean difference of } 1.09$). The national four-year learners served by the other institutional participants in the survey reported substantially higher levels of satisfaction at their respective institutions.

The ISAS asks the question, *About what proportion of the entering students at your institution experience each of the following?* and among the selected options was, “*Assessment of prior learning (other than examination-based)*”. In reply to the possible responses of *All*, *Most*, *Some*, *Almost none*, or *Not available*, the target institution responded, *Not available*. Of the universities responding to the survey 14.6% reported *All*, 7.3% reported *Most*, 34.1% reported *Some*, and 36.6% reported *Almost none*. Only 7.3% of the universities reported *Not available* and including the two-year schools, only 6.5% reported *Not available*. The data reported from the two-year schools in the survey confirmed that *Assessment of prior learning (other than examination-based)* is available to a larger population of students at the two-year schools than at the universities; however, the availability at the universities is obviously wide-spread with 56.0% reporting that *All*, *Most*, or *Some* do offer assessment of prior learning other than exam-based.

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Improvements to the services and programs offered for prior learning assessment would be in keeping with the Georgia's Higher Education Completion Plan 2012. One of the pathways in the University System of Georgia plan for those who have stopped short of a degree, but have acquired knowledge through other means is through prior learning assessment (PLA). The low satisfaction responses to this item support the Georgia concept that the awarding of credit acquired through informal lifelong learning is an attractive option for adults and serves as both an encouragement to return to college and a mechanism to shorten the time to a degree. Based on the response, the target institution should make plans to move aggressively to develop programs for prior learning assessments that may include exams such as CLEP, AP, and IB, as well as programs that include portfolios, challenge exams, and military and business credentials.

Item #11-*This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.*

Item #11 received a satisfaction response of 4.33 and was among the lowest in satisfaction. However, with an importance score of only 5.91, the gap was only 1.58; but again as in some of the earlier responses, the standard deviation was relatively high at 1.92. The high variance and range in scores indicates a broad range of experience and interest in this particular area that could be attributed to the limited number of the total pool for whom this is an expectation. The institution's response in importance was only slightly below the national survey score of 6.08, but the national satisfaction score of 4.92 was higher than the institutional response resulting in a mean difference in satisfaction score of -0.59, which was statistically significant at the .001 level.

Institutional responses on the ISAS to both Questions #19 and #28 related to this principle. Question #19 asks, *About what proportion of the entering students at your institution*

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experience each of the following? Response to *Individual contact (face-to-face or on-line) to assess and overcome specific barriers to learning* may have been an influence in the student response. The target institution responded that *Some* of the entering students experience the phenomenon. Of the national survey of participating schools, 10.8% indicated that *All* entering students experience the individual contact and 20.4% indicated that *Most* receive the contact. The response was different for the community colleges responding than for the universities. Of the community colleges responding, 13.5 % reported that *All* receive the individual contact while 2.4% of the universities responded *All*; 34.6% of the community colleges responded *Most* receive individual contact and 2.4% of the universities responded *Most*. Among only the universities, 80.5 % responded that *Some* receive the individual contact comparing more favorably to the target institution's response of 100% that *Some* entering students receive the *individual contact (face-to-face or on-line) to assess and overcome specific barriers to learning* .

Response to Question #28, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* may have contributed a larger impact to the student response. The target institution responded *Not at all* to the suggestion of *Individualized learning plans or contracts tailored to accommodate students' work and life commitments*. Only 17.2% of the participating institutions responded *Not at all* to the same question. 7.5% responded *Three-fourths or more*, 10.8% responded *About half*, and 64.5% responded *Much less than half* of the time. *Individualized learning plans or contracts tailored to accommodate students' work and life commitments* are a prominent feature of the individual learning experience at their institutions.

Coping with the multiple pressures of home, work, and studies is a common theme found in literature. Hardin's (2008) analogy of the house of cards, CAEL's (2009) findings of

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availability and convenience as primary motivating factors, and NCES's (2002) conclusion that nontraditional students do not consider school as their primary focus of time and energy.

Regardless of the terminology, barriers, obstacles, or stressors, flexible schedules and programs that accommodate life and work commitments are essential to the success of the adult undergraduate. The Complete College Georgia plan finds that awarding credit acquired through informal lifelong learning is an attractive option to adults and both encourages the return to college and shortens the time to a degree. Georgia's plan includes growth in policies directed toward prior learning assessment and increases in the number of credits students receive through CLEP, AP, IB, portfolios, challenge exams, and military and business credentials.

The low satisfaction scores to Item #11 clearly indicate an area for strategic improvement for the target institution. As evidenced by the statistically significant difference in the mean satisfaction scores of the target institution and the national four-year learners, other institutions are creating options to meet the challenges expressed in this survey and other sources cited. Developing strategies aimed at this principle could yield substantial improvement in the retention and graduation rates of the adult undergraduates and bridge this gap between their expectations and their experience.

Item #47-*When I miss a deadline or fall behind in my studies, someone from the institution contacts me.*

The item receiving the lowest satisfaction score is Item #47 with a satisfaction score of 3.64 and a corresponding importance score of 5.55. Significant challenges were considered those items whose scores were above average in importance (average =6.21), but equal to or below the average in satisfaction (average=5.14). With a higher importance rating, this item would have surfaced as a significant challenge. However, the extremely low satisfaction score still warrants

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some careful analysis, particularly since the difference between the institution's satisfaction of 3.64 and the national four-year adult learners' satisfaction score of 4.78 results in a mean difference of -.1.14 and is statistically significant at the .001 level. The importance score on the national survey of 5.92 is not very different from the 5.55 importance score on the target institution survey; however, the gap of 1.91 between importance and satisfaction for the institutional survey is considerably larger than the 1.14 gap of the national survey. As with three of the six other items among the lowest satisfaction scores, Item #47 was one of the four items with the largest standard deviation with a standard deviation of 2.06 indicating a broad range and variability of scores reporting on the item.

Three questions on the ISAS relate to the principle associated with pro-active services and interventions. Question #49 asks, *Which of the following statements best characterizes your institution's overall approach to providing student support services?* Under the option of *Proactive delivery* the institution responded that *Students are provided with information about services and, for the most part, choose which to use on their own* and under the option of *Flexible delivery* the institution responded that *Most services are offered on a standard format with each student receiving similar treatment*. Only 12.9% of the other participating institutions responded that *Faculty and staff continuously monitor individual student needs and conditions and proactively contact students to direct them to appropriate services*, and only 15.1% responded that *Services are delivered flexibly and are tailored to meet the needs of individual students*. This may be an unrealistic expectation of some students and is not the norm since 85% of the institutions responded in similar fashion to the target institution. However, it may be a strategic area for the few who have developed the ability to monitor and provide flexible services and an opportunity for distinctiveness in the growing arena of adult undergraduate education.

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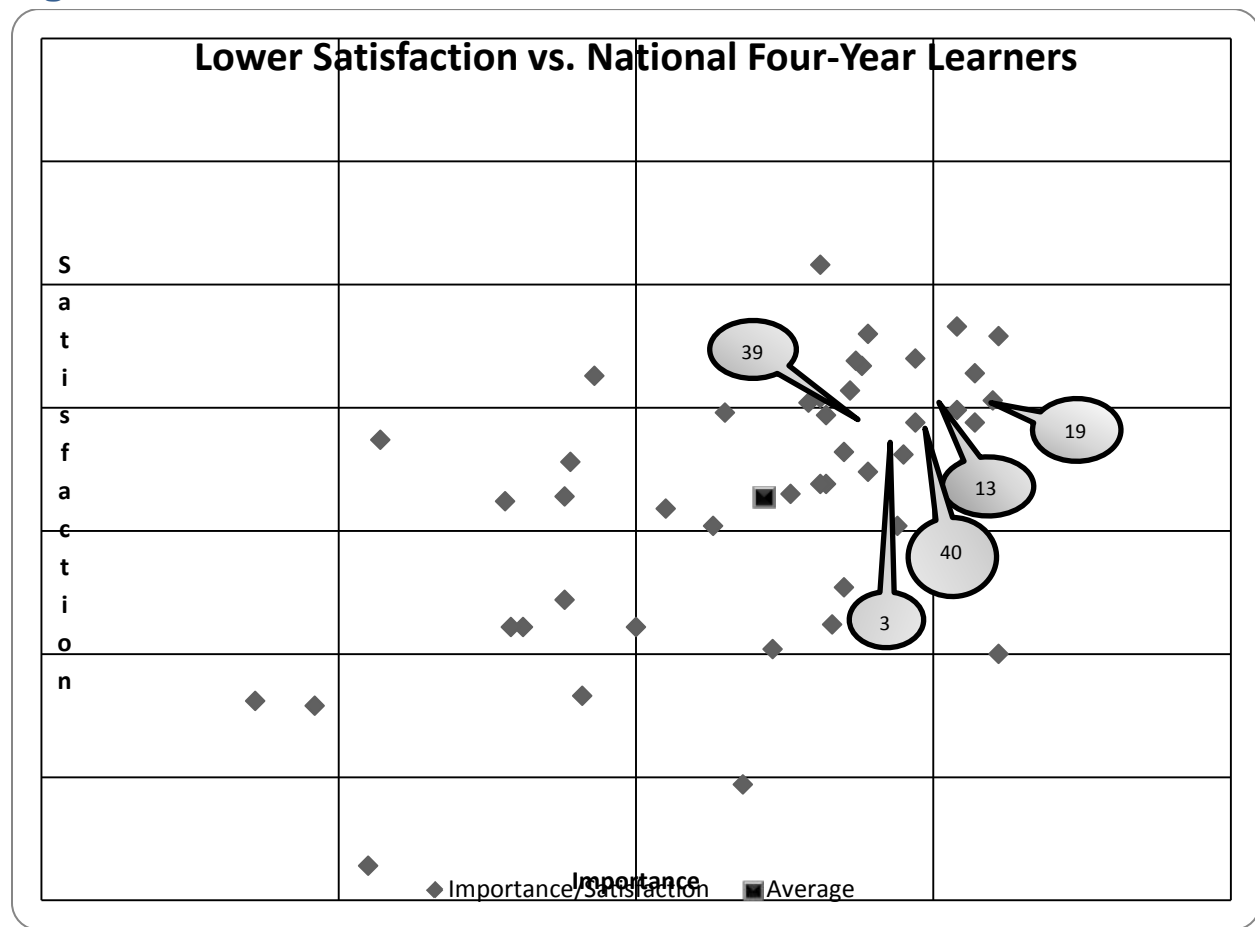
Which of the following statements best describes how your institution supports its faculty working with adult learners? is posed in Question #37. The target institution responded that the support is *Reactive, in that faculty are encouraged to learn more about adult learning principles and, on request, provided with appropriate resources and materials*. Of the participating institutions, 19.4% responded *Reactive* also, but 15.1% responded either *Mostly proactive* or *Proactive with an intentional and systematic approach involving proactive contact with substantial numbers of faculty, highly visible and utilized resources like a Teaching-Learning Center, and widespread participation in faculty development activities centered on adult learning*. As with Question #49, not an overwhelming percentage of institutions have the proactive, intentional, and systematic approach, but one could postulate that those adults who have the expectation and need for these services would find the support and services helpful.

Response to Question #28, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* may also affect the response of low satisfaction to the proactive contact insinuated in Item #47 of the ALI. The target institution responded that *Proactive intervention by mentors/advisors* was a prominent feature *Much less than half* of the time. For the universities participating in the national survey, 53.7% responded that proactive intervention by mentors/advisors was a prominent feature *About half* the time while 10.8% responded it was a prominent feature *Three-fourths or more*. Based on the responses by the students in the ALI, there is a low level of satisfaction at the target institution and some expectation on their part that the practice should exist. The responses by the other participating universities indicate that the practice, in fact, does exist to a greater extent at some other institutions. One could conclude that even though this principle seems to be of importance to a limited group of adult learners, it is a principle that other adult learning focused institutions

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have found of value in their adult learning educational programming. The target institution may find this an area of potential strategic program development that would enhance the adult learning experience.

Figure 5 Lower Satisfaction vs. National Four-Year Learners



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Lower Satisfaction vs. National Four-Year Learners

Items #39- *Information is available online to help me understand what I need to do next in my program of study.*

Item #40- *I receive the help I need to make decisions about courses and programs that interest me.*

Item #39 and Item #40 both follow a pattern witnessed previously with Items #4 and #24 related to the academic programs of study. Item #8, *This institution provides students with the help they need to develop an educational plan.* and Item #24, *I receive the help I need to stay on track with my program of study.* were among the significant challenges with performance gaps of 1.42 and 1.29 respectively. The satisfaction score of 5.32 for Item #39 and 5.31 for Item #40 reduced their performance gap to 1.03 and 1.14 and did not reach the level of significance as Items #8 and #24. However, the mean difference of the satisfaction score when compared to the national survey (5.32/5.62) for Item #39 of -.030 was statistically significant at the .01 level; and the mean difference (5.31/5.55) for Item #40 was -0.24 and statistically significant at the .05 level.

The ISAS asks the question to the institution, *To what extent is each of the following frequently employed in the learning experience offered by your institution?* The institution responded that *Substantial use of web and/or email* was employed *Three-fourths or more* of the time. This statement may be substantiated by the satisfaction level of Item #39 relative to information availability online. While not a large performance gap, the response is still below the average for the national four-year learners. The low satisfaction scores for both items could be related to the availability of student services as suggested by Question #46 of the ISAS, *Please indicate whether students at your institution can receive substantial services or fully complete a*

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transaction from either institutional or unit resources at each of the times and/or through each of the media shown. The groupings of responses are divided by *Face-to-Face* during Daytime Hours or Evening/Weekend Hours and *Non-Face-to-Face* either *Print-based*, *Telephone-based*, or *Web* or *Technology-Based*. The target institution responded that *Academic Advising* was available only *Face-to-Face* on campus during *Daytime Hours* and *Non-Face-to-Face* by *Print* or *Computer*. *Mentoring* was noted as available only *Face-to-Face* on campus during *Daytime Hours*. Other institutions responded as offering a wider variety of student services and a broad spectrum of times and availability by multiple media.

As cited earlier, ISAS Question #28 asks, *To what extent is each of the following a prominent feature of the individual learning experience at your institution?* The target institution responded that *Proactive intervention by mentors/advisors* was a prominent feature *Much less than half* of the time and *Frequent contact with mentors/advisors* was a prominent feature *About half* of the time. For the universities participating in the national survey, 53.7% responded that *proactive intervention by mentors/advisors* was a prominent feature *About half* the time while 10.8% responded it was a prominent feature *Three-fourths or more*. Of the university responses, 26.8% indicated that *Frequent contact with mentors/advisors* was a prominent feature *Three-fourths or more* of the time. The increased availability of the mentoring and advising services may be reflected in the significant mean difference in the target institution's satisfaction scores in this principle and the national four-year learners.

Item #3-*This institution assists students who need help with the financial aid process.*

Item #13-*Processes and procedures for enrolling here are convenient.*

Item #19-*I receive timely responses to my requests for help and information.*

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Item #3 relates to a specific institutional financial aid process; Item #13 relates to the admissions process; and Item #19 deals with the institutional response to general enrollment services procedures. In all three items, the importance scores were consistent with the national survey (Item #3: 6.39/6.38, Item #13: 6.47/6.49, Item #19: 6.57/6.61). However, the satisfaction scores were consistently below the national four-year learners (Item #3: 5.24/5.58 = -0.34**, Item #13: 5.44/6.06 = -0.62***, Item #19: 5.44/5.72 = -0.28**). The mean differences for each was statistically significant at the .01, .001, and .01 levels respectively.

The ISAS asks, *Which of the following approaches to supporting the costs of attendance are available at your institution and which are available to part-time adult students?* Response choices include *Federal financial aid, State financial aid, Institutional scholarships and grants, Deferred/flexible tuition payment, Full payment due on tuition reimbursement by employer, Payment by credit card, Third-party billing to employers, and Variable fees based on use of services*. The responses for the target institution were largely consistent with the national survey with most institutions responding that they provide the standard financial aid services. The target institution did not indicate *Institutional aid* available to part-time students nor *Variable fees based on use of services*. It is difficult to draw conclusions from the responses to this ISAS question and whether it would influence the satisfaction scores related to financial aid. An additional question on the ISAS is, *Does your institution offer sources of financial support that are designated specifically for adult learners?* Participating institutions in the national survey reported that 57% offer such aid while the target institution did not note such specific aid as being available. The ISAS also asks, *Which of the following methods are available to your students that recognize the special needs and circumstances of adult learners?* The target institution noted that *Allowances are added to budgets for dependent care and for the cost of*

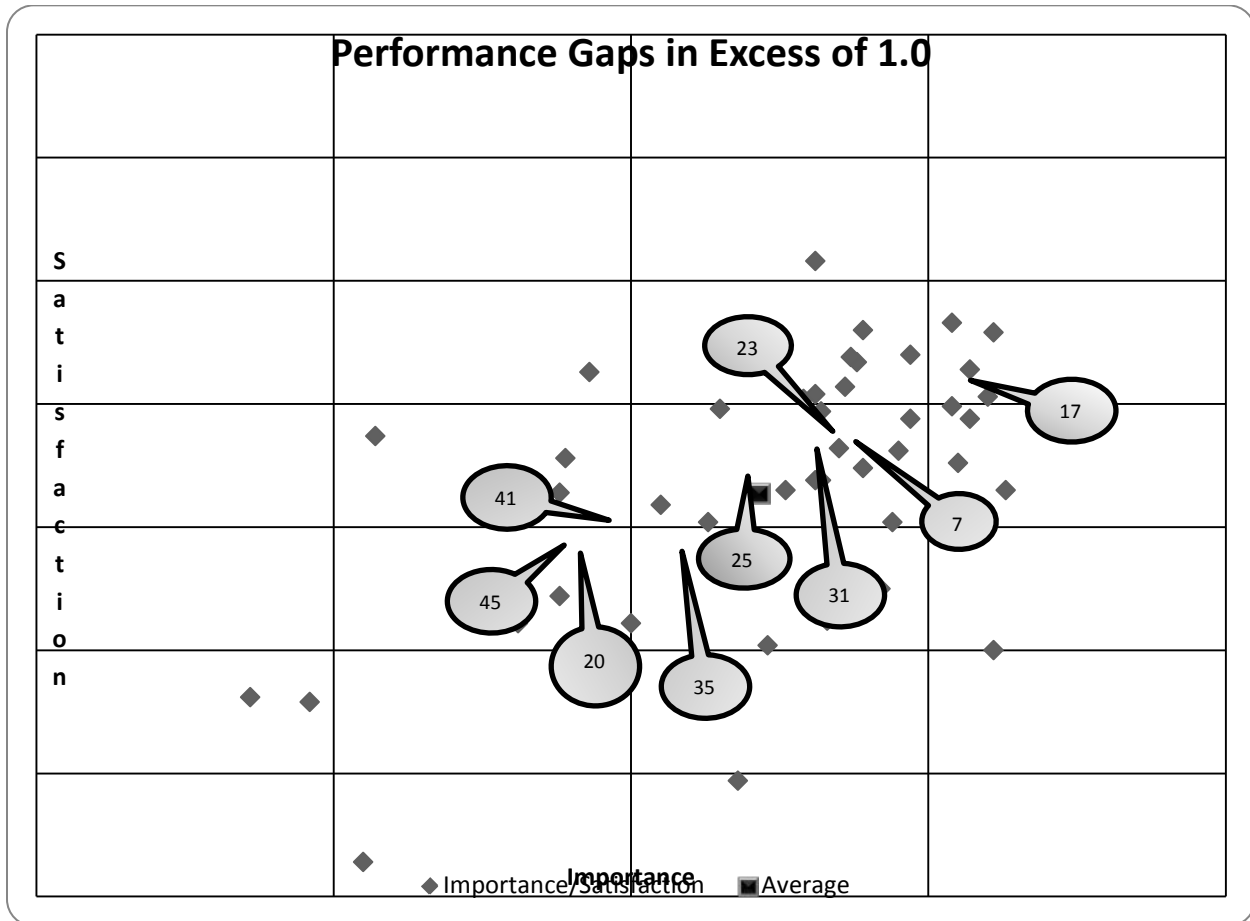
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commuting, but no Special eligibility provisions for adults are clearly highlighted nor Adjustments made to budgets when actual costs exceed estimates. On the national survey, 21.5% responded that *Special eligibility provisions for adults are clearly highlighted*, and 48.4% reported that *Adjustments are made to budgets when actual costs exceed estimates*.

Remaining Performance Gaps in Excess of 1.0

As noted earlier, Noel-Levitz (2011) reports that the average for importance scores is typically in the range of 5 to 6 and the average for satisfaction scores is typically in a range of 4 to 5. Performance gaps are determined by the importance score minus the satisfaction score; therefore, gaps of approximately 1.0 would be considered typical. Thus far, strengths have been discussed as defined by those scores in both the upper quadrant of importance and upper quadrant in satisfaction and challenges as defined by scores in the upper quadrant of importance, but lower quadrant in satisfaction. Also discussed have been those scores in the lowest quadrant of satisfaction regardless of the importance scores and those in the upper quadrant of importance, but with lower satisfaction scores than the national four-year learners. One additional group of questions should capture the attention of an institution seeking to improve its focus on the adult learners. That group consists of the nine remaining items whose performance gaps exceed the typical 1.0 range as reflected on Table 7.

Figure 6 Remaining Performance Gaps in Excess of 1.0



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The questions can be divided thematically into two major groups with five related to academic feedback, evaluation, and guidance, and four related to staff availability and access to campus services.

Item #17-*My instructors provide timely feedback about my academic progress.*

Item #20-*This institution periodically evaluates my skill level to guide my learning experiences.*

Item #25-*I'm evaluated on the knowledge and skills I'll need in my life and career.*

Item #35-*Mentors are available to guide my career and life goals.*

Item #45-*Instructors incorporate my life and work experiences in class activities and assignments.*

Item #17 received an importance score of 6.54 and a satisfaction score of 5.49 resulting in a performance gap of 1.05 and Item #35, received an importance score of 6.00 and a satisfaction score of 4.61 for a resulting performance gap of 1.39. The difference in the mean score for satisfaction of -0.51 when compared to the mean score for the national four-year learners was statistically significant at the .001 level. A third item in a similar theme, Item #25, was scored 6.13 in importance and 5.02 in satisfaction for a performance gap of 1.11 and a mean difference of -0.47, which was also statistically significant at the .001 level. Item #20 follows a similar vein to Item #25 and rated an importance score of 5.81, which is only .20 less than the national survey at 6.01, but the satisfaction score of 4.61 is -0.47 less than the national survey score of 5.08 and is statistically significant at the .001 level. While the target institution's adult students rate these items of similar importance to their national peers, they are considerably less satisfied with the performance. The theme is consistent with the themes found in two of the items rated as significant challenges. The adult students are not satisfied with the amount of help they

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receive in developing their educational plans, nor the assistance and mentoring to stay on track once the plan is developed. They also expressed a lack of regular, meaningful contact and evaluation to assess their progress.

Several of the responses on the ISAS Question #27, *To what extent is each of the following employed in the learning experiences offered by your institution?* may point to principles that could impact the student responses in these academic areas. The institution responded that *Prompt feedback on performance* and *Performance-based assessments* were employed *About half* of the time while 60.2% of the other participating institutions responded *Three-fourths or more* for *Prompt feedback* and 39.8% for *Performance-based assessments*.

Item #45 is another item that is low on both importance (5.79) and satisfaction (4.61) and could indicate the issue is only important to a small segment of the adult student population. However, the satisfaction score is -0.86 below the mean difference of the national group and statistically significant at the .001 level. The resulting national performance gap of 0.68 compares to the target institution performance gap of 1.18. Another institutional response to the ISAS Question #27 reflects that *Use of students' own life and work experiences* is employed in the learning experience *Much less than half* of the time. This response may support the low satisfaction level of the target institution's students as compared to the students at the other participating institutions. Among the other institutions 31.2% indicated the principle was employed *About half* of the time and 10.8% indicated the principle was employed *Three-fourths or more* of the time.

CAEL identifies eight principles of good practice that should characterize an Adult Learning Focused Institution. Two of the principles include:

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Assessment of Learning Outcomes - The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.

Teaching-Learning Process - The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

In the survey of literature, discussion was presented on the subject of andragogy as defined as the art and science of helping adults learn, facilitating self-directed teaming, collaborative group dynamics, and participatory involvement of adults in designing strategies for adult instruction. This teaching concept is in contrast with pedagogy, the art and science of teaching children (Ozuah, 2005). For much of the 20th century, adult learning was understood as purely a cognitive process, but today one must understand the historical, socio-cultural context as a key component in understanding the nature of adult learning (Merriam, 2008). In contrast to pedagogy, andragogy should involve the student in the planning and evaluation of his/her instruction. Adults are most interested in studying subjects that have immediate relevance to their job or personal life (Knowles, 1984).

Item #7-*Staff are available to help me solve unique problems I encounter.*

Item #23-I *can make payments or inquiries about tuition at times that are convenient for me.*

Item #31-*This institution makes many support services available at convenient times and places.*

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Item #41-*Staff are available to help me with the employer tuition reimbursement process.*

The remaining four items with performance gaps in excess of 1.0 relate to the availability of staff and campus services. Items #7 and #41 relate directly to the availability of institutional staff. The response to Item #7 of 6.32 in importance was similar to the national four-year learners of 6.43, but the satisfaction response of 5.19 was 0.80 lower than the national survey resulting in a mean difference of -0.44 and statistically significant at the .001 level. Item #41 received similar results with an importance score of 5.88 compared to the national score of 6.11 and a satisfaction score of 4.72 compared to a national score of 5.28 producing a mean difference of -0.56 and statistically significant at the .001 level.

Adult student responses continue to emphasize their expectation of assistance both inside and outside the classroom to navigate the educational system to achieve their goals. Of the universities responding to the ISAS question, *Does your institution employ an individual explicitly assigned to assist students in preparing documentation for third-party payers or reimbursement (such as employer tuition assistance or agency support)?*, 56.1% indicated *Yes*; however, the target institution indicated *No*. Depending on the size of the institution and its adult population, the individual may have a broader focus, but the low satisfaction score and the significant performance gap indicate the institution would be well-served to identify a specific individual qualified and adequately trained for this explicit task.

Response to Item #7 unveils a broader expectation for a single point of contact regardless of the specific need. While many colleges claim open access and support for all students, few provide the same nurturing environment for nontraditional and traditional students (Hansman, Kasworm, & Sissel, 2001). On the ISAS, the target institution responded that only *Some* of the

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entering students experience *Individual contact* to discuss academic deficiencies, determine goals for enrollment, assess and overcome specific barriers to learning, or identify specific goals for transfer. The ability to create a similar nurturing environment for nontraditional students as traditional students appears to be a significant factor in sustaining enrollment through graduation or completion of program. Some recent research focused on the developmental patterns of individual and situational interest. Individual interest develops slowly and tends to be relatively long-lasting while situational interest is triggered more suddenly by environmental factors (Hidi & Harackiewicz, 2000). The relationship between these forms of interest and their relationship to goals and motivation may be at the root of persistence to completion for some, but not all. The university must be sensitive to the situational pressures that can encourage or impede the adult population from accomplishing their goals through the transitions of life while becoming lifelong learners. Close personal contact is essential in creating an atmosphere of trust to understand these pressures and the delicate balance of life and work. The traditional model of the residential college envisioned by most may be more myth than reality today since only about 25% of current undergraduates experience that model (NCHEMS, 2010). As noted in the groundwork study, the mean age of the target institution in the fall of 2010 was 24.96; and 71% attended full-time and 29% attended part-time.

Items #23 and #31 deal with the practical issues of the availability of campus support services and the ready-accessibility of campus information at times and days to meet the complicated schedules of the adult learner. Both received importance scores similar to the national survey (6.31 and 6.26 compared to 6.38 and 6.35). However, their satisfaction scores of 5.19 and 5.15 were both below the national four-year learners with 5.66 and 5.64 for mean

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differences of -0.47 and -0.49, both significant at the .001 level. Responses to both of these items are consistent with Item #16 listed earlier among the secondary significant challenges.

The low satisfaction scores may reflect the availability of student services as indicated by Question #46 of the ISAS. *Please indicate whether students at your institution can receive substantial services or fully complete a transaction from either institutional or unit resources at each of the times and/or through each of the media shown.* The responses are divided by *Face-to-Face* during Daytime Hours or Evening/Weekend Hours and *Non-Face-to-Face* either Print-based, Telephone-based, or Web or Technology-Based. The performance gap in the target institution scores of 1.81 and 1.74 respectively shows a greater lack of satisfaction than the adult students at the other participating institutions. While the satisfaction scores are near the mean for the target institution, the higher level of importance scoring creates a significant gap that warrants attention. In general, student support services are provided face-to-face substantially during the daytime hours, on weekdays, on the main campus. Evenings, weekends, and at off campus sites are limited to non face-to-face, print-based or computer/technology based. Based on the significant difference in mean satisfaction scores, one could conclude that the other institutions have incorporated a wider range of student support services, *face-to-face* and *non face-to-face*, at multiple locations, during expanded times, and through multiple media sources.

Non-Significant Performance Gaps

Item #4-*My instructors involve me in evaluating my own learning.*

Item #5-*I receive the help I need to improve my technology skills.*

Item #12-*Technology support is available to me when I need it.*

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Item #22-*I receive the help I need to develop my academic skills, including reading, writing, and math.*

Item #27-*I am encouraged to apply the classes I've taken towards a degree or certificate.*

Item #34-*This institution provides "one-stop shopping" for most student support services.*

Item #36-*Most instructors use a variety of teaching methods.*

Item #37-*I have many ways to demonstrate what I know.*

Item #38-*My instructors encourage student-to-student interactions through a variety of techniques.*

Item #42-*This institution evaluates students' academic skills for placement in reading, writing and math.*

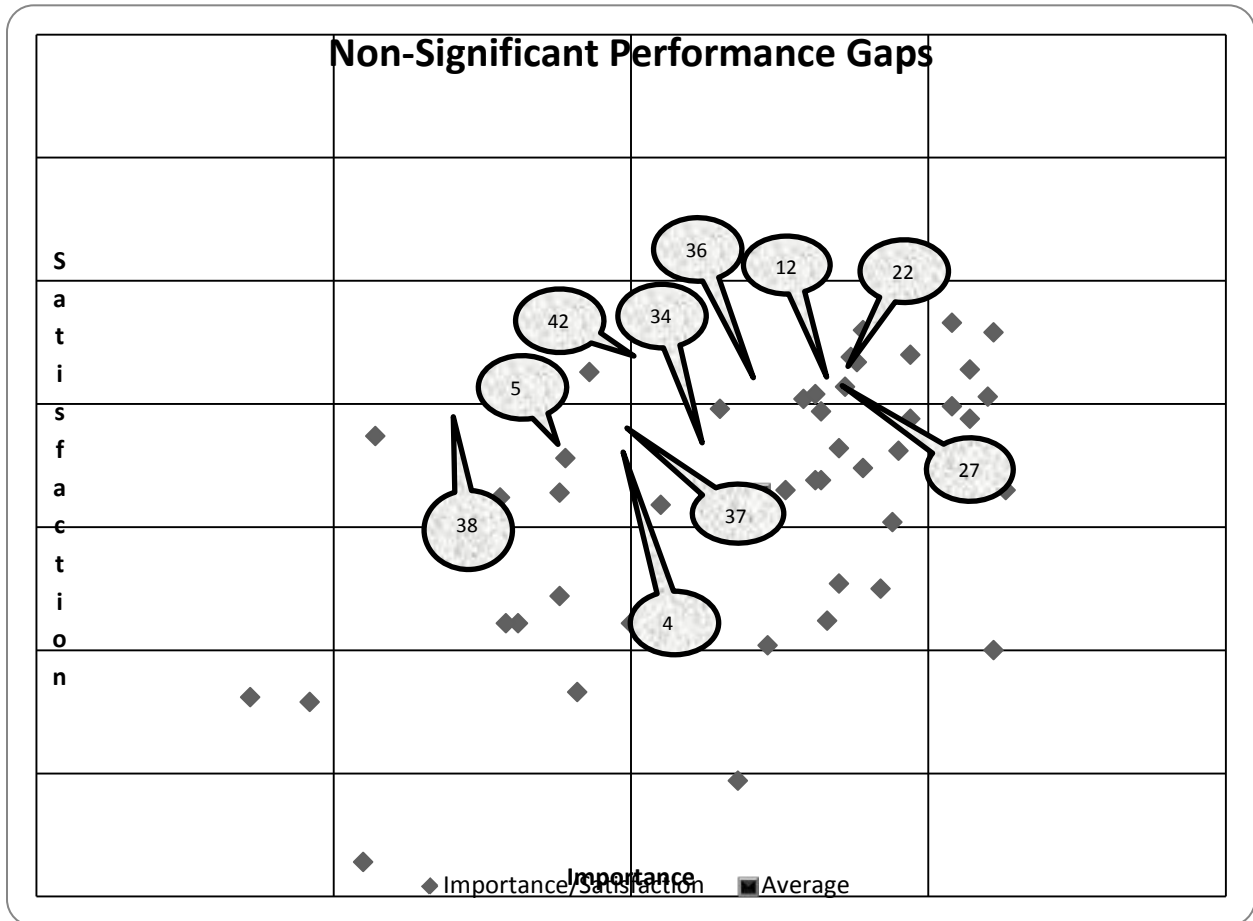
As reflected in Table 8, the scatterplot of the remaining ten items not previously explored reveals responses clustered around the average for both importance and satisfaction. The average rating for importance for the target institution was 6.21 and the average rating for satisfaction was 5.14 resulting in an average performance gap of 1.07. Noel-Levitz suggests that importance ratings are often in the 5.0 to 6.0 range on the 7-point scale while satisfaction ratings are commonly in the 4.0 to 5.0 range resulting in performance gaps in the 1.0 range. Most items have some level of importance to all students and some level of satisfaction; however, it is important for the institution to understand the relative importance of items to their adult learners and their satisfaction in some areas relative to other areas. The target institution average scores fall in the expected range; therefore, performance gaps less than 1.0 were considered non-

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significant. A brief look at these ten items by category may still assist in interpreting general areas of satisfaction and importance for the surveyed adult learners.

Table 9 displays the ten items ranked by performance gap from the smallest gap to the largest. Included in the ALI survey results is a summary table of scale scores (see Table 10) which prove helpful in categorizing these non-significant items. The scale scores offer a broad view of the satisfaction comparison of the target institution adult learners and the national four-year learners. The eight composite scales follow the same ALFI principles as the benchmark statistics displayed in Table 1 earlier in the study. The 47 items of the ALI were analyzed statistically and conceptually to create the composite scales. The scale score is not the average of the averages. Each respondent's item ratings are totaled to get a scale score. All the respondents' scale scores are then added, and the sum of the scale scores is divided by the number of respondents.

Figure 7 Non-Significant Performance Gaps



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Table 13 Non-Significant Performance Gaps Detail

Noel-Levitz

Adult Learner Inventory

Columbus State University

National Four-Year Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
38. My instructors encourage student-to-student interactions through a variety of techniques.	5.57	5.37	1.49	0.20	5.94	5.74	1.31	0.20	-0.37	***
42. This institution evaluates students' academic skills for placement in reading, writing and math.	5.93	5.63	1.52	0.30	5.91	5.52	1.47	0.39	0.11	
37. I have many ways to demonstrate what I know.	5.89	5.28	1.47	0.61	6.15	5.60	1.33	0.55	-0.32	***
5. I receive the help I need to improve my technology skills.	5.78	5.12	1.62	0.66	5.90	5.37	1.47	0.53	-0.25	**
36. Most instructors use a variety of teaching methods.	6.15	5.48	1.56	0.67	6.24	5.61	1.44	0.63	-0.13	
4. My instructors involve me in evaluating my own learning.	5.88	5.14	1.64	0.74	6.00	5.40	1.44	0.60	-0.26	**
12. Technology support is available to me when I need it.	6.29	5.52	1.53	0.77	6.27	5.64	1.46	0.63	-0.12	
22. I receive the help I need to develop my academic skills, including reading, writing, and math.	6.31	5.54	1.51	0.77	6.30	5.66	1.40	0.64	-0.12	
27. I am encouraged to apply the classes I've taken towards a degree or certificate.	6.32	5.47	1.69	0.85	6.44	5.90	1.36	0.54	-0.43	***
34. This institution provides "one-stop shopping" for most student support services.	6.05	5.09	1.72	0.96	6.28	5.60	1.47	0.68	-0.51	***

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Item #4-*My instructors involve me in evaluating my own learning.*

Item #37-*I have many ways to demonstrate what I know.*

Item #42-*This institution evaluates students' academic skills for placement in reading, writing, and math.*

Items #4, #37, and #42 all relate to the ALFI principle:

Assessment of Learning Outcomes-The institution defines and assesses the knowledge, skills and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.

Items #4 and #37 are consistent with the responses to those items listed earlier as strengths such as Item #15, *Advisors are knowledgeable about requirements for courses and programs of interest to me*, but inconsistent with others related to flexible course delivery, adjustable pace, and sufficient course offerings such as Items #1, #2, and #26. The mean difference for Item #42 was not statistically significant, but it was the only item of the 47 whose satisfaction score of 5.63 was above the satisfaction score of 5.52 (mean difference of +0.11) of the national four-year learners. As discussed earlier, the target institution offers an Adult Re-Entry Program that may have a positive effect on the satisfaction response to the evaluation of skills for placement. Based on the scale response reflecting a gap of only 0.80, students overall are relatively satisfied with the institution's ability to meet their expectations in the area of Assessment of Learning Outcomes (see Table 10).

Item #36-*Most instructors use a variety of teaching methods.*

Item #38-*My instructors encourage student-to-student interactions through a variety of techniques.*

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Scale 5 is based on the ALFI principle:

Teaching-Learning Process-*The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.*

Item #36 and Item #38 are related to variety in techniques and teaching methods and received similar satisfaction ratings of 5.48 and 5.37 respectively. While the satisfaction ratings of both items were below the national survey, the importance ratings were lower as well, thus producing performance gaps of less than 1.0 that are considered non-significant. The scale rating for area 5, Teaching-Learning Process, reported an importance score of 6.23 and a satisfaction score of 5.50 resulting in a performance of only 0.73, one of the two lowest performance gaps among the scale scores. The mean difference in satisfaction scores of the national four-year learners was -0.27 and statistically significant at the .001 level, but the resulting gap of 0.73 for the target institution was similar to the gap of 0.60 for the national group since the importance scores of the target group were also below the national survey.

Item #22-I *receive the help I need to develop my academic skills, including reading, writing, and math.*

Item #34- *This institution provides "one-stop shopping" for most student support services.*

Availability and access to student services has surfaced throughout the survey as important to the adult learners. The respondents have indicated in previous questions the desire for additional services and services offered on more convenient day and time periods. However, response to Items #22 and #34 seem to indicate a general satisfaction with access to the services that do currently exist. Scale 6 is based on the principle:

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Student Support Systems-*The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.*

The scale importance score of 6.10 and satisfaction score of 4.98 resulted in a gap of 1.12 as compared to a national importance score of 6.25, satisfaction score of 5.51 and gap of 0.74. The mean difference of -0.53 was statistically significant at the .001 level. The overall satisfaction with the area was in the mid-range relative to the other principle areas, but these two particular items showed less of a performance gap than the composite scale score indicated. Item #22 expressed a performance gap of only 0.77, and the mean difference in satisfaction score of -0.12 was not statistically significant. As with the satisfaction response of Item #42 where students expressed satisfaction with the evaluation of academic skills for placement, the respondents appear relatively satisfied with the help received to develop those academic skills as expressed in the response to Item #22.

The satisfaction score of 5.09 for Item #34 confirms that the students are aware of the source to access the student support systems and the importance rating of 6.05 shows the level of importance they place on that knowledge. The mean difference in satisfaction score with the national survey is -0.51 and statistically significant at the .001 level. However, the importance rating of the target students is also below the national survey resulting in a performance gap of 0.96 and is considered non-significant since it is below the normally expected 1.0 gap.

Items #5- *I receive the help I need to improve my technology skills.*

Items #12- *Technology support is available to me when I need it.*

Scale 7 reflects the principle:

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Technology-*The institution uses information technology to provide relevant and timely information and to enhance the learning experience.*

The smallest performance gap among the composite scale scores was 0.69 for the area of Technology. Performance gaps for Items #5 and #12 are in a similar range with Item #5 reporting a gap of 0.66 and item 12 a gap of 0.77. Had either of these items been rated higher in importance, they may have been included with Item #32, *Technology enables me to get the services I need when I need them* as a Secondary Strength. These positive satisfaction ratings support the conclusion that the institution is somewhat effectively bridging the gap between expectations and reality in the area of technology. Comparison with the satisfaction of the national four-year learners still reflects a mean difference of -.20 (statistically significant at the .01 level) indicating there is still room for improvement in this area.

Item #27- *I am encouraged to apply the classes I've taken towards a degree or certificate.*

Scale 8 is the most recently added principle:

Transitions- *The institution supports guided pathways that lead into and from the institution's programs and services in order to ensure that the students' learning will apply usefully to achieving their educational and career goals.*

The last of the items classified as non-significant is Item #27. The importance rating of 6.32 and a satisfaction rating of 5.47 compares to a national importance rating of 6.44 and a satisfaction rating of 5.90. The mean difference of -0.43 is statistically significant at the .001 level; however, the lower importance rating of the target adult learners results in a gap of 0.85 compared to the national gap of 0.54. On the scale score summary (see Table 10), the principle of Transitions produced a gap of 1.16 compared to the gap of 0.73 for the national four-year

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learners. The gap of 1.16 was the mid-range performance gap of the eight scale areas with three larger gaps and four smaller gaps. The mean difference in satisfaction score is -0.56 and statistically significant at the .001 level. While the response to the individual Item #27 on this survey administration did not produce a significant performance gap, the satisfaction rating for the scale score is considerably lower than the national survey (-0.56) and the performance gap is considerably higher (1.16 compared to 0.73). Although not an area of high importance, the institution should pay attention to the potential for improvement to reduce the overall performance gap for the scale area of Transitions.

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Table 14 Institutional Scale Score Summary

Noel-Levitz

Adult Learner Inventory

Institutional Scale Score Summary

Columbus State University

National Four-Year Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
Scale #1: Outreach	6.47	5.26	1.31	1.21	6.52	5.75	1.10	0.77	-0.49	***
Scale #2: Life and Career Planning	6.37	4.77	1.46	1.60	6.40	5.40	1.28	1.00	-0.63	***
Scale #3: Financing	6.35	4.95	1.56	1.40	6.39	5.46	1.39	0.93	-0.51	***
Scale #4: Assessment of Learning Outcomes	5.93	5.13	1.28	0.80	6.09	5.41	1.19	0.68	-0.28	***
Scale #5: Teaching- Learning Process	6.23	5.50	1.20	0.73	6.37	5.77	1.08	0.60	-0.27	***
Scale # 6: Student Support Systems	6.10	4.98	1.43	1.12	6.25	5.51	1.20	0.74	-0.53	***
Scale #7: Technology	6.22	5.53	1.15	0.69	6.29	5.73	1.08	0.56	-0.20	**
Scale #8: Transitions	6.15	4.99	1.41	1.16	6.28	5.55	1.19	0.73	-0.56	***

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National Group Means are based on 33128 records

Chapter Five

Summary and Conclusions

Through a series of observations, a theme consistent with the survey of literature emerged that led to the development of the conceptual framework illustrating the complex network of support programs and motivations necessary to support the adult learner from enrollment to graduation. This conceptual framework is consistent with Park and Choi who looked at the factors that affect adults in online classes to persist or drop out and found a statistical difference in perceptions of family and organizational support and satisfaction and relevance. It also showed that the theoretical framework, which includes family support, organizational support, satisfaction, and relevance in addition to individual characteristics, is able to predict learners' decision to drop out or persist (Park & Choi, 2009). Regardless of academic preparation of learners, research shows that adult learners are more likely to drop out of online courses when they do not receive support from their family and/or organization. Some describe the challenge to the adult learner as building a house of cards that must be managed carefully to keep everything in balance. Changes created from the student, the family, or the institution may collapse the delicate balance (Hardin, 2008).

In the groundwork study, the author focused on prior academic achievement and its relation to academic success to explore if there were significant factors that could be identified during pre-admission that might focus student support programs for the adult learner. A groundwork study was undertaken to develop a regression formula to predict student achievement for two populations of students: traditional, as defined by students 24 years or younger; and nontraditional, as defined by students aged 25 years or older. Academic

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achievement was defined as the overall grade point average (GPA) at the completion of the fall semester of 2010 and was the dependent variable. Independent variables were based on demographics, family, and previous academic achievement data available from the student data base. The following three research questions directed the study: What are the strongest predictors of academic achievement for all students at CSU? What are the strongest predictors of academic achievement for students 25 years or older at CSU? What are the strongest predictors of academic achievement for students less than 25 years of age at CSU? What conclusions may be drawn by comparison of the predictors from the two populations?

For all students in the sample, the variable with the highest zero-order correlation with the dependent variable, Fall 2010 GPA, was the high school or transfer GPA. (GPA), $R=.361$, $R^2=.130$. Thirteen percent (13%) of the variance in CSU Fall 2010 GPA is accounted for by its relationship with the entering high school or transfer GPA and an incremental variance of 9% was added by the addition of the variable SAT Writing. The influence of the Grade Point Average and SAT Writing scores is reversed in the nontraditional, (25 years and older) as compared to total student population. While still a strong indicator, possibly nontraditional students have been away from prior academic work longer than traditional students and GPA is slightly less of a factor. However, those who have kept current with their writing skills are more academically competitive in college as reflected by the SAT Writing score. For those students ages 25 and older, the variable of SAT Writing provided thirteen percent (13%) of the variance while an additional seven percent (7%) incremental variance was added by the addition of the variable High School or Transfer GPA. The relationship between nontraditional students who receive financial aid, which includes loans, is also a significant predictor and may underscore the value they place on their education since they are responsible for the cost. For traditional

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students (24 years and younger) GPA, SAT Math, and ACT Science were top three predictors.

Students in high school with high GPAs commonly have taken advanced math and science.

Interestingly, the predictors of transfer students, out-of-state students, and female students were significant. These statistics could inform enrollment services on recruitment efforts. For all students, 24%; students 25 years or older, 20%; and students less than 25 years of age, 21% of the variance in GPA is accounted for by its relationship with prior academic achievement including GPA and test scores. Results indicate that nontraditional students need ongoing support in writing and comprehension skills. Previous academic achievement shows their ability to be competitive, but no data was included on the amount of prior work (number of earned hours before attending CSU). Total earned hours might also be an indicator. The ACT Science score is heavily influenced by a student's ability for reading comprehension and adds more weight for the need in the reading and writing skills area. The amount of math necessary in college is dependent on the degree program, so deficiency in this area may not have as much relationship to GPA as other factors.

Understanding these predictors is helpful in identifying areas of potential academic weakness and as direction for developing support programs. However, academic preparation appears to be only one of many factors that may affect student satisfaction and be a barrier to retention, progression, and graduation.

Based on the literature review, the author expected to discover that affordable programs, flexible schedules, access to advising, innovative instructional design, and credit for experiential learning and life skills would be identified by the adult undergraduate students as important to their successful completion of their academic programs. These priorities would emerge as important for success, but the adult learners would not perceive those priorities as being met by

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the institution and gaps would exist between their expectations and their satisfaction with the realities they face as students. It was also expected that the institution would evaluate itself as providing the necessary support services for student success and offering a quality academic program that is both affordable and accessible. The following questions were set forth in an effort to understand the phenomenon of the undergraduate experience for the adult learner: 1. What are the priorities that adult undergraduate students perceive to aid in their satisfaction and success in college? 2. What are the priorities that the university places on programs and services to aid in the success of the adult undergraduate student population? 3. What are the most significant gaps in the perceptions of adult undergraduate students and the realities of the programs and services offered by the institution?

Four of the nine items noted as strengths (Tables 3 & 4) were identified with the Adult Learning Focused Institution principle of Teaching-Learning Process. This principle is defined by the institution faculty's use of multiple methods of instruction for adult learners in order to connect curricular concepts to useful knowledge and skills (Noel-Levitz, 2011). The adult learners reported being satisfied with their understanding of what they are expected to learn, being challenged by the learning experience, having professors respect their opinions and ideas, and experiencing satisfaction with the interaction with their instructors. The scale scores for this principle found in Table 10 support the result of these ratings with a performance gap of only 0.73. Interestingly, two of the items were also noted in the list of those lower in satisfaction versus the national four-year learners (Items #46 & #29). There are no doubt regional differences and other factors that may cause students in some areas of the country or in certain types of schools to rate items higher or lower in both importance and satisfaction. Additional research and tracking changes over time would be necessary to gain more strategic usefulness from such

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differences in benchmarking against the other schools reporting. Two items in the strengths were reflected in the Transitions scale related to the guided pathways that lead into and from the institution's programs and services. Students are satisfied with the explanation of what is needed to complete the programs and believe their studies are closely related to their life and work goals. They expressed satisfaction with the knowledge of their advisors, the ability to obtain information by multiple means, and the access through technology.

The main challenges were focused in the three areas of Outreach, Life and Career Planning, and Financial. Three of the seven identified as challenges (see Tables 3 & 4) refer to lack of satisfaction with the pace of studies to meet life and work schedules, the ability to choose course delivery that fits their life circumstances, and the receiving ongoing help to stay on track with their program of study. An additional two are classified in the scale area of Life and Career Planning, but are very similar to the items mentioned in Outreach. The adult students are not satisfied with the amount and variety of classes available each term nor with the help received to develop and carry out an educational plan. The remaining two items are Financial and include flexible payment options and adequate information about sources of financial assistance. Not only were the items identified as challenges for the target institution, but in every instance, were lower in satisfaction when compared to the national four-year adult learners. As noted in the analysis, both items had large standard deviation indicating wide variability with the ratings. In cases of great variability, some students may have had an unusually unsatisfactory experience while others may have experienced much greater satisfaction. Regardless, these challenge areas represent significant performance gaps in the expectations and experience of the adult learner.

Clearly the adult learners are satisfied with the quality of the teaching and learning experience at the institution, and the faculty and staff should celebrate those strengths and seek to

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build on them. Adult students desire a supportive sense of community, a place to gather, single points of contact as conduits for communication flow, guidance in developing educational plans, and monitoring with milestones along the way to measure progress and keep them on track.

Affordability and accessibility are the two watchwords that emerge from the lowest satisfaction ratings. The satisfaction ratings of the adult learners surveyed by the target institution mirror the national trends. Working and going to school creates stress from both financial perspective and a scheduling perspective for nontraditional students. The Public Agenda survey supports that fact when the more than 600 young adults were polled, aged 22 to 30, who had earned some credits toward a degree or certification at the higher education level. Just as DuPont, Johnson, Ott, and Rochkind (2009) found, juggling work and school eventually led to their failure to complete a degree or certification. The U. S. Department of Education report underscores the phenomenon with their findings that 45% of adult undergraduates who attend four-year schools work more than 20 hours a week. One option that serves as both an encouragement to return to college and a mechanism to shorten the time to a degree is that of awarding credit acquired through informal lifelong learning. Georgia identified the need and its plan seeks to increase by 50% the number of institutions with friendly policies toward prior learning assessment by 2013 and increase by 20% the number of credits students received through PLA including College Level Examination Programs, Advanced Placement Programs, International Baccalaureate Programs, portfolios, challenge exams, and military and business credentials (University System of Georgia, 2011). The adult learners completing the ALI at the target institution are desiring the same new financial policies, flexible payment plans, alternative course delivery systems, credit for life experience, and credit for previous military and business experiences.

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Time is the Enemy, a publication of Complete College America says, “Unless we move with urgency, today’s young people will be the first generation in American history to be less educated than their predecessors.” The focus of the publication is on the one big idea that time is the enemy of college completion. The longer it takes, the more life gets in the way of success (Complete College America, 2011). However, institutions must discard the traditional definition of engagement as defined only by continuous enrollment. The adult learners are the new majority in undergraduate colleges and universities, and up until the present, more focus has been on increasing enrollment than ensuring completion. Studies by CAEL (2007), Park and Choi (2009), along with Vaccaro and Lovell (2010) suggest new concepts of engagement interspersed with periods of “taking a break” during which the adult learner still considered him/herself “currently enrolled.” Institution must adapt to the new vocabulary of andragogy in its nuanced differences with pedagogy. Creative options of maintaining contact with adult students during periods when family, career, or other responsibilities inhibit their continuous enrollment are crucial to keeping the adult learner engaged and progressing toward completion. Simplified re-enrollment plans, available registration and advising, flexible financial aid and payment options all are pieces of the puzzle necessary for the adult learning focused institution.

The term andragogy is unfamiliar to many in the higher education community, but as Ozuah (2005) noted, the great teachers of ancient times all used mental inquiry as a process and believed in active participation of the learner rather than passive reception of information. This is andragogy at its core. The gap between the expectations and the realities for the adult undergraduates may be a natural consequence of nontraditional undergraduates entering a traditional university world and just as treacherous as the gap between the train door and the platform in the England subways. While the gap may be a natural consequence in the university

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environment, the extent to which an institution can understand and bridge the gap will be reflected in its ability to attract, retain, and graduate qualified adult undergraduate students, the new majority.

Suggestions for Future Research

The Adult Learner Inventory was originally piloted in 2002 and as of 2010, had been administered by more than 240 institutions with more than 113,000 students participating (Noel-Levitz, 2011). Movements such as the Complete College America and Complete College Georgia have intensified the interest in identifying adult learners and developing programs to enhance their numbers of degree completion. As noted in the University System of Georgia study in 2011, of the Georgians in the workforce, 22%, nearly 1 million working adults, have earned some college credit, but have not completed a degree. For the state of Georgia to move from the current 42% to the goal of 60% will require approximately 250,000 additional graduates (University System of Georgia, 2011). Participation in the ALI could potentially broaden in this invigorated environment and increase the effectiveness of the benchmarking against the national data.

For the institution to gain the greatest value, the inventory should be administered for comparison over time. Whether annually or every couple of years, the year-to-year comparison allows the identification of improvements or declines in satisfaction in critical areas. The systematic feedback provides valuable input on the effectiveness of campus programs and services. The Adult Learner Inventory also allows for the institution to construct campus-defined items for inclusion in the survey. While they do not have the added bonus of national comparison, well-constructed and thoughtfully designed questions could be useful to the institution in soliciting feedback in areas not covered by the standard questions on the ALI. With

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any survey instrument, the inventory and responses are snapshots of priorities and satisfactions recorded at a particular time. Review and analysis of the findings by the institution should direct changes in programs and policies and potentially, the reallocation of resources targeted at the significant challenges that are identified by the performance gaps. As those changes are implemented, measuring the progress over time will substantiate the effects and changes on the performance gaps.

The demographic data were included in the survey results, but analysis for this study focused on the group as a whole who responded to the survey. Invitations to participate in the survey were emailed to 2,170 students, 25 years and older, enrolled in the spring semester of 2011. Of the 2,170 invited to participate, 281 responded (13%) to the survey. Additional analyses by target groups based on demographics could also provide data for future research. Of particular interest could be items where the standard deviation was large, indicating greater variability in the responses with some students being satisfied while others were not as satisfied. Drilling down by target groups might identify more clearly the differences in perception and lead to strategic changes rather than across-the-board adjustments. Caution should be exercised that the target group demographics chosen for drill down produce populations of sufficient numbers of students to draw relevant conclusions.

The primary focus of this study is on the undergraduate experience of the adult learner from his/her perspective. Analysis centered on the gap between their expectations and the reality they face as undergraduate students. The Institutional Self Assessment Survey was utilized as comparative data along with the Adult Learner Inventory, but analyzed from the student perspective. Data included in the ALI results could be utilized to research issues of satisfaction from the perspective of the institution. The dialog could begin with the summary questions

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

illustrated in Table 1. Additionally, there were 20 questions included in the ALI with data results not utilized in this study probing the factors that were important in the adult learners' decisions to enroll in the institution (see Table 2). These reflect only importance scores and were not included in the analyzed ratings for strengths and challenges. It may also be informative for these departments to know the comparison with the importance factors of the students at the other participating institutions. Understanding the motivational forces that affect a student's decision to enroll is most helpful to marketing and enrollment management departments as they construct the institutional image and positioning. Individual departments may also gain insights by understanding the scaled scores relating to their particular area; these insights may lead to institutional improvements in the micro sense by departments, as well as the macro sense more broadly across the institution. These data when coupled with the summary reports from the Institutional Self Assessment benchmarking the ALFI principles against the other institutions participating in the study could form the basis for further research from the institutional point of view on retention, progression, and graduation.

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Table 15 Institutional Summary Question

Noel-Levitz

Adult Learner Inventory

Institutional Summary

	Columbus State University	National Four-Year Learners		
Item			Mean Diff	
How would you rate your overall satisfaction with this program?	5.49	5.95	-0.46	***
1=Not satisfied at all	2%	100%		
2=Not very satisfied	3%	93%		
3=Somewhat dissatisfied	6%	68%		
4=Neutral	6%	60%		
5=Somewhat Satisfied	15%	74%		
6=Satisfied	43%	56%		
7=Very Satisfied	22%	0.73		
Would you recommend this program to other adult learners?	5.64	6.18	-0.54	***
1=Definitely not	2%	1%		
2=Probably not	6%	2%		
3=Maybe not	3%	1%		
4=I don't know	6%	3%		
5=Maybe yes	10%	8%		
6=Probably yes	33%	25%		
7=Definitely yes	36%	56%		

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Table 16 Institutional Summary Enrollment Questions

Noel-Levitz -Adult Learner Inventory

Institutional Summary

	Columbus State University	National Four-Year Adult Learners
Item	Importance	Importance
58. Ability to transfer credits as factor in decision to enroll	6.27	6.39
59. Credit for learning gained from life and work experiences as factor in decision to enroll	5.83	6.13
60. Ability to design my own program as factor in decision to enroll	5.67	5.91
61. Cost as factor in decision to enroll	6.39	6.38
62. Tuition reimbursement from employer as factor in decision to enroll	5.81	6.01
63. Availability of financial assistance as factor in decision to enroll	6.49	6.47
64. Requirement for current or future job as factor in decision to enroll	6.38	6.39
65. Reputation of institution as factor in decision to enroll	6.13	6.38
66. Flexible pacing for completing a program as factor in decision to enroll	6.28	6.55
67. Convenient time and place for classes as factor in decision to enroll	6.56	6.68
68. Availability of online courses as factor in decision to enroll	5.97	6.25
69. Distance from campus as factor in decision to enroll	6.19	5.95
70. Labor union support/endorsement as factor in decision to enroll	4.34	4.13
71. Courses held at employment site as factor in decision to enroll	4.58	4.31
72. Employer endorsement as factor in decision to enroll	4.92	5.05
73. Program accreditation by professional organization or trade group as factor in decision to enroll	6.15	6.11

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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

APPENDIX A

NOEL LEVITZ ADULT LEARNER INVENTORY

Item	Columbus State University				National Four-Year Adult Learners				Mean Diff	
	Import	Satis	SD	Gap	Import	Satis	SD	Gap		
1. My program allows me to pace my studies to fit my life and work schedules.	6.63	5.15	1.65	1.48	6.68	5.79	1.42	0.89	-0.64	***
2. Sufficient course offerings within my program of study are available each term.	6.61	4.5	1.76	2.11	6.48	5.41	1.58	1.07	-0.91	***
3. This institution assists students who need help with the financial aid process.	6.39	5.24	1.79	1.15	6.38	5.58	1.62	0.8	-0.34	**
4. My instructors involve me in evaluating my own learning.	5.88	5.14	1.64	0.74	6	5.4	1.44	0.6	-0.26	**
5. I receive the help I need to improve my technology skills.	5.78	5.12	1.62	0.66	5.9	5.37	1.47	0.53	-0.25	**
6. I receive timely direction on how to transfer to other institutions.	5.36	4.31	1.7	1.05	5.42	4.94	1.71	0.48	-0.63	***
7. Staff are available to help me solve unique problems I encounter.	6.32	5.19	1.66	1.13	6.43	5.63	1.52	0.8	-0.44	***
8. This institution provides students with the help they need to develop an education plan.	6.44	5.02	1.77	1.42	6.48	5.63	1.53	0.85	-0.61	***
9. I receive adequate information about sources of financial assistance available to me.	6.35	4.77	1.96	1.58	6.37	5.21	1.77	1.16	-0.44	***

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Institutional Summary - 5/2011

Noel -Levitz

Adult Learner Inventory

Columbus State University

National Four-Year Adult Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
10. I have a clear understanding of what I'm expected to learn in my classes.	6.61	5.79	1.39	0.82	6.62	5.94	1.27	0.68	-0.15	
11. This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.	5.91	4.33	1.92	1.58	6.08	4.92	1.72	1.16	-0.59	***
12. Technology support is available to me when I need it.	6.29	5.52	1.53	0.77	6.27	5.64	1.46	0.63	-0.12	
13. Processes and procedures for enrolling here are convenient.	6.47	5.44	1.69	1.03	6.49	6.06	1.27	0.43	-0.62	***
14. I receive guidance on which classes will transfer to programs here and elsewhere.	6.23	4.52	2.03	1.71	6.25	5.3	1.69	0.95	-0.78	***
15. Advisors are knowledgeable about requirements for courses and programs of interest to me.	6.57	5.64	1.68	0.93	6.55	5.69	1.55	0.86	-0.05	
16. Billing for tuition and fees is tailored to meet my specific needs.	6.33	4.62	1.93	1.71	6.41	5.38	1.67	1.03	-0.76	***
17. My instructors provide timely feedback about my academic progress.	6.54	5.49	1.55	1.05	6.61	5.62	1.49	0.99	-0.13	

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

18. This institution uses technology on a regular basis to communicate with me.	6.31	6.08	1.11	0.23	6.32	6.11	1.17	0.21	-0.03	
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Institutional Summary - 5/2011

Noel -Levitz

Adult Learner Inventory

Columbus State University

National Four-Year Adult Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
19. I receive timely responses to my requests for help and information.	6.57	5.44	1.64	1.13	6.61	5.72	1.46	0.89	-0.28	**
20. This institution periodically evaluates my skill level to guide my learning experiences.	5.81	4.61	1.77	1.2	6.01	5.08	1.62	0.93	-0.47	***
21. My studies are closely related to my life and work goals.	6.54	5.83	1.37	0.71	6.6	6	1.25	0.6	-0.17	
22. I receive the help I need to develop my academic skills, including reading, writing, and math.	6.31	5.54	1.51	0.77	6.3	5.66	1.4	0.64	-0.12	
23. I can make payments or inquiries about tuition at times that are convenient for me.	6.31	5.19	1.81	1.12	6.38	5.66	1.55	0.72	-0.47	***
24. I receive the help I need to stay on track with my program of study.	6.55	5.26	1.74	1.29	6.52	5.61	1.51	0.91	-0.35	***
25. I'm evaluated on the knowledge and skills I'll need in my life and career.	6.13	5.02	1.69	1.11	6.34	5.49	1.43	0.85	-0.47	***
26. I am able to choose course delivery that fits my life circumstances.	6.42	4.75	1.86	1.67	6.48	5.54	1.54	0.94	-0.79	***

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Institutional Summary - 5/2011

Noel -Levitz

Adult Learner Inventory

Columbus State University

National Four-Year Adult Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
28. This institution initiates many opportunities for me to connect with other adult learners.	5.46	4.29	2.01	1.17	5.89	5.54	1.56	0.35	-1.25	***
29. My instructors respect student opinions and ideas that differ from their own.	6.38	5.67	1.5	0.71	6.48	5.9	1.37	0.58	-0.23	**
30. I am able to obtain information I need by phone, fax, e-mail, or online.	6.47	5.7	1.52	0.77	6.58	6.07	1.25	0.51	-0.37	***
31. This institution makes many support services available at convenient times and places.	6.26	5.15	1.74	1.11	6.35	5.64	1.46	0.71	-0.49	***
32. Technology enables me to get the services I need when I need them.	6.36	5.57	1.48	0.79	6.47	5.88	1.3	0.59	-0.31	***
33. This institution explains what is needed for me to complete my program here.	6.6	5.53	1.73	1.07	6.68	5.89	1.44	0.79	-0.36	***
34. This institution provides "one-stop shopping" for most student support services.	6.05	5.09	1.72	0.96	6.28	5.6	1.47	0.68	-0.51	***
35. Mentors are available to guide my career and life goals.	6	4.61	1.91	1.39	6.11	5.12	1.72	0.99	-0.51	***

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Institutional Summary - 5/2011

Noel -Levitz

Adult Learner Inventory

Columbus State University

National Four-Year Adult Learners

Item	Import	Satis	SD	Gap	Import	Satis	SD	Gap	Mean Diff	
36. Most instructors use a variety of teaching methods.	6.15	5.48	1.56	0.67	6.24	5.61	1.44	0.63	-0.13	
37. I have many ways to demonstrate what I know.	5.89	5.28	1.47	0.61	6.15	5.6	1.33	0.55	-0.32	***
38. My instructors encourage student-to-student interactions through a variety of techniques.	5.57	5.37	1.49	0.2	5.94	5.74	1.31	0.2	-0.37	***
39. Information is available online to help me understand what I need to do next in my program of study.	6.35	5.32	1.62	1.03	6.43	5.62	1.5	0.81	-0.3	**
40. I receive the help I need to make decisions about courses and programs that interest me.	6.45	5.31	1.72	1.14	6.46	5.55	1.57	0.91	-0.24	*
41. Staff are available to help me with the employer tuition reimbursement process.	5.88	4.72	1.98	1.16	6.11	5.28	1.71	0.83	-0.56	***
42. This institution evaluates students' academic skills for placement in reading, writing and math.	5.93	5.63	1.52	0.3	5.91	5.52	1.47	0.39	0.11	

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Institutional Summary - 5/2011

Noel -Levitz

Adult Learner Inventory

Item	Columbus State University				National Four-Year Adult Learners				Mean Diff	
	Import	Satis	SD	Gap	Import	Satis	SD	Gap		
43. The frequency of interactions with my instructors is satisfactory.	6.37	5.69	1.49	0.68	6.41	5.85	1.36	0.56	-0.16	
44. I can receive credit for learning derived from my previous life and work experiences.	6.18	3.97	2.19	2.21	6.34	5.06	1.93	1.28	-1.09	***
45. Instructors incorporate my life and work experiences in class activities and assignments.	5.79	4.61	1.87	1.18	6.15	5.47	1.58	0.68	-0.86	***
46. The learning experiences within my program of study challenge me to reach beyond what I know already.	6.39	5.8	1.43	0.59	6.51	6.03	1.24	0.48	-0.23	**
47. When I miss a deadline or fall behind in my studies, someone from the institution contacts me.	5.55	3.64	2.06	1.91	5.92	4.78	1.9	1.14	-1.14	***
Average	6.2117	5.1291	1.6909	1.0826	6.3128	5.568	1.5004	0.745	0.438913	-

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

APPENDIX B

Columbus State University

.....INSTITUTIONAL BACKGROUND.....

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q2-What % of undergraduate composed of adult learners?	Less than 10%	0.0 %	1.9 %	12.2 %	6.5 %
	11% to 25%	0.0 %	3.8 %	36.6 %	18.3 %
	26% to 50%	100.0 %	61.5 %	26.8 %	46.2 %
	51% to 75%	0.0 %	26.9 %	2.4 %	16.1 %
	More than 75%	0.0 %	5.8 %	22.0 %	12.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q3-What % of your students attend all or most of their classes on-line	Less than 10%	0.0 %	51.9 %	73.2 %	61.3 %
	11% to 25%	100.0 %	36.5 %	17.1 %	28.0 %
	26% to 50%	0.0 %	11.5 %	2.4 %	7.5 %
	51% to 75%	0.0 %	0.0 %	0.0 %	0.0 %
	More than 75%	0.0 %	0.0 %	7.3 %	3.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4a-Undergrad FTE enrollment - degree or credential seeking	6083	3276	7501	5117

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4b-Undergrad unduplicated headcount enrollment - degree or credential seeking	6890	5117	10304	7347

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4c-Credit-bearing headcount enrollment - not seeking degree or credential	179	1543	549	1113

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4d-Non-credit headcount enrollment - not seeking degree or credential	0	1690	146	1123

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4e-Other Credit-bearing headcount enrollment	0	1552	95	1021

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q4f-Other Non-credit headcount enrollment	0	2726	1190	2083

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q5a-Instructional staff - Full-time faculty headcount	300	120	345	217

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q5b-Instructional staff - Part-time faculty headcount	206	283	398	334

Columbus State University

.....MISSION, LEADERSHIP AND ORGANIZATIONAL STRUCTURE.....

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q6-Extent institution's mission guided by commitment to serve adult learners	Not at all	0.0 %	0.0 %	0.0 %	0.0 %
	Not very much	0.0 %	3.8 %	22.0 %	11.8 %
	Somewhat	100.0 %	46.2 %	43.9 %	45.2 %
	A great deal	0.0 %	42.3 %	26.8 %	35.5 %
	Almost exclusively	0.0 %	7.7 %	7.3 %	7.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q7-Do members of Governing Board advocate values of serving adult learners?	No	0.0 %	28.8 %	36.6 %	32.3 %
	Yes	100.0 %	71.2 %	63.4 %	67.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q8-Extent institution developed organizational structures/proc intentionally and exp to serve adult learners	Not at all	100.0 %	0.0 %	4.9 %	2.2 %
	Not very much	0.0 %	26.9 %	17.1 %	22.6 %
	Somewhat	0.0 %	44.2 %	46.3 %	45.2 %
	A great deal	0.0 %	28.8 %	26.8 %	28.0 %
	Almost exclusively	0.0 %	0.0 %	4.9 %	2.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q9-Which best describes how adult-focused modes of instruction are delivered?	Concentrated in a special school or unit	0.0 %	13.5 %	31.7 %	21.5 %
	Characteristics of the entire institution	0.0 %	50.0 %	24.4 %	38.7 %
	No Practices especially designed to serve adult learners pre	100.0 %	23.1 %	26.8 %	24.7 %
	Other	0.0 %	13.5 %	17.1 %	15.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10a-Position descriptions and hiring procedures - President or Chief Executive	Almost always	0.0 %	5.8 %	4.9 %	5.4 %
	A great deal	0.0 %	21.2 %	14.6 %	18.3 %
	Somewhat	0.0 %	34.6 %	29.3 %	32.3 %
	Not very much	0.0 %	15.4 %	9.8 %	12.9 %
	Not at all	100.0 %	23.1 %	36.6 %	29.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10b-Position descriptions and hiring procedures - Chief Academic Officer	Almost always	0.0 %	5.8 %	4.9 %	5.4 %
	A great deal	0.0 %	26.9 %	19.5 %	23.7 %
	Somewhat	0.0 %	32.7 %	29.3 %	31.2 %
	Not very much	0.0 %	21.2 %	7.3 %	15.1 %
	Not at all	100.0 %	13.5 %	34.1 %	22.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10c-Position descriptions and hiring procedures - Chief Financial Officer	Almost always	0.0 %	0.0 %	2.4 %	1.1 %
	A great deal	0.0 %	11.5 %	17.1 %	14.0 %
	Somewhat	0.0 %	42.3 %	17.1 %	31.2 %
	Not very much	0.0 %	23.1 %	17.1 %	20.4 %
	Not at all	100.0 %	23.1 %	41.5 %	31.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10d-Position descriptions and hiring procedures - Chief Student Affairs Officer	Almost always	0.0 %	7.7 %	4.9 %	6.5 %
	A great deal	0.0 %	32.7 %	14.6 %	24.7 %
	Somewhat	0.0 %	25.0 %	24.4 %	24.7 %
	Not very much	0.0 %	17.3 %	17.1 %	17.2 %
	Not at all	100.0 %	17.3 %	31.7 %	23.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10e-Position descriptions and hiring procedures - Dean or Head of Unit	Almost always	0.0 %	5.8 %	7.3 %	6.5 %
	A great deal	0.0 %	25.0 %	22.0 %	23.7 %
	Somewhat	0.0 %	30.8 %	24.4 %	28.0 %
	Not very much	0.0 %	21.2 %	14.6 %	18.3 %
	Not at all	100.0 %	15.4 %	29.3 %	21.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10f-Position descriptions and hiring procedures - Department chairs	Almost always	0.0 %	5.8 %	7.3 %	6.5 %
	A great deal	0.0 %	25.0 %	17.1 %	21.5 %
	Somewhat	0.0 %	28.8 %	22.0 %	25.8 %
	Not very much	0.0 %	17.3 %	17.1 %	17.2 %
	Not at all	100.0 %	19.2 %	34.1 %	25.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10g-Position descriptions and hiring procedures - Instructional staff	Almost always	0.0 %	3.8 %	4.9 %	4.3 %
	A great deal	0.0 %	34.6 %	29.3 %	32.3 %
	Somewhat	0.0 %	34.6 %	22.0 %	29.0 %
	Not very much	0.0 %	15.4 %	19.5 %	17.2 %
	Not at all	100.0 %	11.5 %	24.4 %	17.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10h-Position descriptions and hiring procedures - Admissions and Recruitment staff	Almost always	0.0 %	7.7 %	9.8 %	8.6 %
	A great deal	0.0 %	25.0 %	19.5 %	22.6 %
	Somewhat	0.0 %	44.2 %	19.5 %	33.3 %
	Not very much	0.0 %	13.5 %	22.0 %	17.2 %
	Not at all	100.0 %	9.6 %	29.3 %	18.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10i-Position descriptions and hiring procedures - Student Affairs staff	Almost always	0.0 %	5.8 %	4.9 %	5.4 %
	A great deal	0.0 %	28.8 %	22.0 %	25.8 %
	Somewhat	0.0 %	32.7 %	22.0 %	28.0 %
	Not very much	0.0 %	21.2 %	22.0 %	21.5 %
	Not at all	100.0 %	11.5 %	29.3 %	19.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q10j-Position descriptions and hiring procedures - Administrative and support staff	Almost always	0.0 %	3.8 %	7.3 %	5.4 %
	A great deal	0.0 %	26.9 %	17.1 %	22.6 %
	Somewhat	0.0 %	28.8 %	26.8 %	28.0 %
	Not very much	0.0 %	25.0 %	19.5 %	22.6 %
	Not at all	100.0 %	15.4 %	29.3 %	21.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11a-Publications or statements - Institutional mission statement	Almost always	0.0 %	15.4 %	14.6 %	15.1 %
	A great deal	0.0 %	26.9 %	12.2 %	20.4 %
	Somewhat	0.0 %	36.5 %	31.7 %	34.4 %
	Not very much	0.0 %	13.5 %	26.8 %	19.4 %
	Not at all	100.0 %	7.7 %	14.6 %	10.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11b-Publications or statements - Catalogues	Almost always	0.0 %	17.3 %	7.3 %	12.9 %
	A great deal	0.0 %	15.4 %	17.1 %	16.1 %
	Somewhat	0.0 %	42.3 %	34.1 %	38.7 %
	Not very much	100.0 %	25.0 %	36.6 %	30.1 %
	Not at all	0.0 %	0.0 %	4.9 %	2.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11c-Publications or statements - Brochures and view books	Almost always	0.0 %	3.8 %	12.2 %	7.5 %
	A great deal	0.0 %	40.4 %	24.4 %	33.3 %
	Somewhat	0.0 %	38.5 %	31.7 %	35.5 %
	Not very much	100.0 %	13.5 %	26.8 %	19.4 %
	Not at all	0.0 %	1.9 %	4.9 %	3.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11d-Publications or statements - Web sites and on-line materials	Almost always	0.0 %	1.9 %	7.3 %	4.3 %
	A great deal	0.0 %	36.5 %	41.5 %	38.7 %
	Somewhat	100.0 %	36.5 %	34.1 %	35.5 %
	Not very much	0.0 %	23.1 %	17.1 %	20.4 %
	Not at all	0.0 %	1.9 %	0.0 %	1.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11e-Publications or statements - Public statements by top administrators	Almost always	0.0 %	15.4 %	14.6 %	15.1 %
	A great deal	0.0 %	38.5 %	24.4 %	32.3 %
	Somewhat	0.0 %	36.5 %	41.5 %	38.7 %
	Not very much	100.0 %	7.7 %	12.2 %	9.7 %
	Not at all	0.0 %	1.9 %	7.3 %	4.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11f-Publications or statements - Faculty orientation materials and handbooks	Almost always	0.0 %	1.9 %	9.8 %	5.4 %
	A great deal	0.0 %	28.8 %	22.0 %	25.8 %
	Somewhat	0.0 %	34.6 %	17.1 %	26.9 %
	Not very much	0.0 %	17.3 %	19.5 %	18.3 %
	Not at all	100.0 %	17.3 %	31.7 %	23.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11g-Publications or statements - Staff orientation materials and handbooks	Almost always	0.0 %	1.9 %	9.8 %	5.4 %
	A great deal	0.0 %	25.0 %	12.2 %	19.4 %
	Somewhat	0.0 %	26.9 %	17.1 %	22.6 %
	Not very much	0.0 %	25.0 %	29.3 %	26.9 %
	Not at all	100.0 %	21.2 %	31.7 %	25.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q11h-Publications or statements - Student orientation materials and handbooks	Almost always	0.0 %	3.8 %	4.9 %	4.3 %
	A great deal	0.0 %	25.0 %	12.2 %	19.4 %
	Somewhat	0.0 %	34.6 %	39.0 %	36.6 %
	Not very much	0.0 %	21.2 %	29.3 %	24.7 %
	Not at all	100.0 %	15.4 %	14.6 %	15.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Columbus State University

.....RECRUITMENT AND ORIENTATION.....

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12au-Recruit students - Visits to high school - Used	100.0 %	98.1 %	90.2 %	94.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12at-Recruit students - Visits to high school - Targeted at adultsUsed	0.0 %	0.0 %	0.0 %	0.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12aim-Recruit students - Visits to high school - Important	0.0 %	5.8 %	0.0 %	3.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12bu-Recruit students - Open houses for prospective students - Used	100.0 %	90.4 %	100.0 %	94.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12bt-Recruit students - Open houses for prospective students - Targeted at adults	0.0 %	0.0 %	24.4 %	10.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12bim-Recruit students - Open houses for prospective students - Important	0.0 %	19.2 %	12.2 %	16.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12cu-Recruit students - Direct mailed printed materials - Used	100.0 %	94.2 %	97.6 %	95.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12ct-Recruit students - Direct mailed printed materials - Targeted at adults	0.0 %	3.8 %	24.4 %	12.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12cim-Recruit students - Direct mailed printed materials - Important	0.0 %	28.8 %	34.1 %	31.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12du-Recruit students - Newspaper/magazine advertising - Used	100.0 %	96.2 %	90.2 %	93.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12dt-Recruit students - Newspaper/magazine advertising - Targeted at adults	100.0 %	3.8 %	34.1 %	17.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12dim-Recruit students - Newspaper/magazine advertising - Important	0.0 %	44.2 %	19.5 %	33.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12eu-Recruit students - TV/radio advertising - Used	100.0 %	96.2 %	92.7 %	94.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12et-Recruit students - TV/radio advertising - Targeted at adults	100.0 %	3.8 %	34.1 %	17.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12eim-Recruit students - TV/radio advertising - Important	100.0 %	30.8 %	34.1 %	32.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12fu-Recruit students - Toll-free number - Used	100.0 %	67.3 %	87.8 %	76.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12ft-Recruit students - Toll-free number - Targeted at adults	0.0 %	1.9 %	12.2 %	6.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12fim-Recruit students - Toll-free number - Important	0.0 %	1.9 %	7.3 %	4.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12gu-Recruit students - Web site - Used	100.0 %	96.2 %	100.0 %	97.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12gt-Recruit students - Web site - Targeted at adults	0.0 %	1.9 %	31.7 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12gim-Recruit students - Web site - Important	0.0 %	28.8 %	68.3 %	46.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12hu-Recruit students - Recruitment fairs - Used	100.0 %	96.2 %	100.0 %	97.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12ht-Recruit students - Recruitment fairs - Targeted at adults	0.0 %	3.8 %	24.4 %	12.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12him-Recruit students - Recruitment fairs - Important	0.0 %	19.2 %	9.8 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12iu-Recruit students - Employment sites - Used	100.0 %	88.5 %	70.7 %	80.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12it-Recruit students - Employment sites - Targeted at adults	100.0 %	5.8 %	29.3 %	16.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12iim-Recruit students - Employment sites - Important	100.0 %	50.0 %	31.7 %	41.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12ju-Recruit students - Information sites in comm locations - Used	100.0 %	82.7 %	70.7 %	77.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12jt-Recruit students - Information sites in comm locations - Targeted at adults	100.0 %	1.9 %	24.4 %	11.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12jim-Recruit students - Information sites in comm locations - Important	0.0 %	25.0 %	2.4 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12ku-Recruit students - One-on-one meetings with faculty/staff - Used	100.0 %	92.3 %	87.8 %	90.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12kt-Recruit students - One-on-one meetings with faculty/staff - Targeted at adults	0.0 %	1.9 %	22.0 %	10.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12kim-Recruit students - One-on- one meetings with faculty/staff - Important	0.0 %	5.8 %	12.2 %	8.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12lu-Recruit students - Word of mouth - Used	100.0 %	100.0 %	90.2 %	95.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12lt-Recruit students - Word of mouth - Targeted at adults	100.0 %	5.8 %	24.4 %	14.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12lim-Recruit students - Word of mouth - Important	100.0 %	40.4 %	36.6 %	38.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12mu-Recruit students - Other - Used	100.0 %	42.3 %	39.0 %	40.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12mt-Recruit students - Other - Targeted at adults	0.0 %	1.9 %	12.2 %	6.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q12mim-Recruit students - Other - Important	0.0 %	11.5 %	17.1 %	14.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q13-Extent recruitment materials emphasize specific services for adult learners	Not at all	0.0 %	1.9 %	12.2 %	6.5 %
	Not very much	0.0 %	25.0 %	29.3 %	26.9 %
	Somewhat	100.0 %	46.2 %	22.0 %	35.5 %
	A great deal	0.0 %	23.1 %	24.4 %	23.7 %
	Almost always	0.0 %	3.8 %	12.2 %	7.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q14-Extent recruitment materials emphasize a diverse student population	Not at all	0.0 %	1.9 %	0.0 %	1.1 %
	Not very much	0.0 %	1.9 %	7.3 %	4.3 %
	Somewhat	100.0 %	21.2 %	31.7 %	25.8 %
	A great deal	0.0 %	40.4 %	31.7 %	36.6 %
	Almost always	0.0 %	34.6 %	29.3 %	32.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q15- Characterize the admissions process in your institution	Fixed deadlines and admissions periods	0.0 %	19.2 %	19.5 %	19.4 %
	Flexible - rolling - admissions	0.0 %	28.8 %	46.3 %	36.6 %
	Both	100.0 %	51.9 %	31.7 %	43.0 %
	Other	0.0 %	0.0 %	2.4 %	1.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q16a-Articulation agreements - Public/private (non-profit) colleges or universities	0.0 %	96.2 %	97.6 %	96.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q16b-Articulation agreements - Proprietary (for-profit) colleges or universities	0.0 %	63.5 %	46.3 %	55.9 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q16c-Articulation agreements - Corporate training programs	0.0 %	53.8 %	26.8 %	41.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q16d-Articulation agreements - Union or community-based training/educational programs	0.0 %	51.9 %	24.4 %	39.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q16e-Articulation agreements - Governmental training programs	100.0 %	59.6 %	65.9 %	62.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q17a-Recruitment materials emphasize - Transfer to another institution at higher level	0.0 %	94.2 %	48.8 %	74.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q17b-Recruitment materials emphasize - Successfully transition from developmental to college-level work	0.0 %	76.9 %	46.3 %	63.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q17c-Recruitment materials emphasize - Obtain occupational/vocational certification	0.0 %	96.2 %	36.6 %	69.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q17d-Recruitment materials	100.0 %	86.5 %	70.7 %	79.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
emphasize - Obtain employment in new job				

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q17e-Recruitment materials emphasize - Obtain skills for advancement in present job	0.0 %	88.5 %	58.5 %	75.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q18-Extent explicit assessment or enrollment mechanisms for transitioning students	Not at all	0.0 %	3.8 %	41.5 %	20.4 %
	Not very much	0.0 %	21.2 %	22.0 %	21.5 %
	Somewhat	0.0 %	46.2 %	26.8 %	37.6 %
	A great deal	100.0 %	28.8 %	9.8 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19a-Entering Students - Participation in an orientation or planning course	All	100.0 %	15.4 %	29.3 %	21.5 %
	Most	0.0 %	50.0 %	58.5 %	53.8 %
	Some	0.0 %	30.8 %	7.3 %	20.4 %
	Almost none	0.0 %	3.8 %	2.4 %	3.2 %
	Not available	0.0 %	0.0 %	2.4 %	1.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19b-Entering Students - Assessment of academic needs and deficiencies	All	100.0 %	46.2 %	39.0 %	43.0 %
	Most	0.0 %	46.2 %	43.9 %	45.2 %
	Some	0.0 %	7.7 %	12.2 %	9.7 %
	Almost none	0.0 %	0.0 %	4.9 %	2.2 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19c-Entering Students - Individual contact to discuss academic deficiencies	All	0.0 %	21.2 %	14.6 %	18.3 %
	Most	0.0 %	42.3 %	48.8 %	45.2 %
	Some	100.0 %	34.6 %	29.3 %	32.3 %
	Almost none	0.0 %	1.9 %	7.3 %	4.3 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19d-Entering Students - Individual contact to determine goals for enrollment	All	0.0 %	25.0 %	29.3 %	26.9 %
	Most	0.0 %	32.7 %	43.9 %	37.6 %
	Some	100.0 %	40.4 %	22.0 %	32.3 %
	Almost none	0.0 %	0.0 %	2.4 %	1.1 %
	Not available	0.0 %	1.9 %	2.4 %	2.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19e-Entering Students - Individual contact to assess and overcome specific barriers to learning	All	0.0 %	11.5 %	9.8 %	10.8 %
	Most	0.0 %	30.8 %	17.1 %	24.7 %
	Some	100.0 %	51.9 %	61.0 %	55.9 %
	Almost none	0.0 %	1.9 %	12.2 %	6.5 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19f-Entering Students - Individual contact to identify specific goals for transfer	All	0.0 %	13.5 %	2.4 %	8.6 %
	Most	0.0 %	34.6 %	2.4 %	20.4 %
	Some	100.0 %	50.0 %	80.5 %	63.4 %
	Almost none	0.0 %	0.0 %	9.8 %	4.3 %
	Not available	0.0 %	1.9 %	4.9 %	3.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19g-Entering Students - A single advisor or point of contact from whom to seek help	All	100.0 %	34.6 %	51.2 %	41.9 %
	Most	0.0 %	19.2 %	36.6 %	26.9 %
	Some	0.0 %	36.5 %	9.8 %	24.7 %
	Almost none	0.0 %	9.6 %	2.4 %	6.5 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19h-Entering Students - Substantial contact with peers to create a sense of community	All	0.0 %	5.8 %	12.2 %	8.6 %
	Most	0.0 %	21.2 %	41.5 %	30.1 %
	Some	100.0 %	55.8 %	43.9 %	50.5 %
	Almost none	0.0 %	13.5 %	2.4 %	8.6 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19i-Entering Students - Assessment of prior learning other than exam based	All	0.0 %	7.7 %	14.6 %	10.8 %
	Most	0.0 %	13.5 %	7.3 %	10.8 %
	Some	0.0 %	48.1 %	34.1 %	41.9 %
	Almost none	0.0 %	23.1 %	36.6 %	29.0 %
	Not available	100.0 %	5.8 %	7.3 %	6.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19j-Entering Students - Proactive assistance with transcript eval and transfer of credit	All	100.0 %	25.0 %	34.1 %	29.0 %
	Most	0.0 %	26.9 %	41.5 %	33.3 %
	Some	0.0 %	36.5 %	22.0 %	30.1 %
	Almost none	0.0 %	11.5 %	0.0 %	6.5 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q19k-Entering	All	0.0 %	7.7 %	19.5 %	12.9 %
Students - A study	Most	0.0 %	13.5 %	22.0 %	17.2 %
contract or	Some	100.0 %	38.5 %	36.6 %	37.6 %
individualized plan of	Almost none	0.0 %	32.7 %	12.2 %	23.7 %
study	Not available	0.0 %	7.7 %	7.3 %	7.5 %

Columbus State University

.....TUITION AND FINANCIAL AID.....

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20aav-Costs of attendance - Federal financial aid - Available	100.0 %	100.0 %	100.0 %	100.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20aavpt-Costs of attendance - Federal financial aid - Available to part-timers	100.0 %	92.3 %	90.2 %	91.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20bav-Costs of attendance - State financial aid - Available	100.0 %	96.2 %	92.7 %	94.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20bavpt-Costs of attendance - State financial aid - Available to part-timers	100.0 %	88.5 %	75.6 %	82.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20cav-Costs of attendance - Institutional aid - Available	100.0 %	98.1 %	97.6 %	97.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20cavpt-Costs of attendance - Institutional aid - Available to part- timers	0.0 %	82.7 %	51.2 %	68.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20dav-Costs of attendance - Deferred/flexible tuition payment - Available	100.0 %	78.8 %	85.4 %	81.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20davpt-Costs of attendance - Deferred/flexible tuition payment - Available to part-timers	100.0 %	67.3 %	82.9 %	74.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20eav-Costs of attendance - Full payment due on tuition reimbursement by employer - Available	0.0 %	61.5 %	65.9 %	63.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20eavpt-Costs of attendance - Full payment due on tuition reimbursement by employer - Available to part-timers	0.0 %	57.7 %	61.0 %	59.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20fav-Costs of attendance - Payment by credit card - Available	100.0 %	96.2 %	97.6 %	96.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20favpt-Costs of attendance - Payment by credit card - Available to part-timers	100.0 %	90.4 %	95.1 %	92.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20gav-Costs of attendance - Third- party billing to employers - Available	100.0 %	82.7 %	87.8 %	84.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20gavpt-Costs of attendance - Third- party billing to employers - Available to part-timers	100.0 %	78.8 %	80.5 %	79.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20hav-Costs of attendance - Variable fees based on use of services - Available	0.0 %	38.5 %	36.6 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20havpt-Costs of attendance - Variable fees based on use of services - Available to part-timers	0.0 %	34.6 %	34.1 %	34.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20iav-Costs of attendance - Other - Available	0.0 %	13.5 %	17.1 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q20iavpt-Costs of attendance - Other - Available to part-timers	0.0 %	11.5 %	19.5 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q21-Sources of financial support designated for adult learners	0.0 %	67.3 %	43.9 %	57.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q22-Institution employs specific individual to assist students with documentation for third-party payers or reimbursement	0.0 %	25.0 %	56.1 %	38.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q23a-Special needs of adult learners - Special eligibility provisions for adults clearly highlighted	0.0 %	19.2 %	24.4 %	21.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q23b-Special needs of adult learners - Allowances are added to budgets for dependent care	100.0 %	55.8 %	65.9 %	60.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q23c-Special needs of adult learners - Allowances are added to budgets for the cost of commuting	100.0 %	63.5 %	68.3 %	65.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q23d-Special needs of adult learners - Adjustments to budgets are made when actual costs exceed estimates	0.0 %	40.4 %	58.5 %	48.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q23e-Special needs of adult learners - Other	0.0 %	19.2 %	9.8 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q24a-Total fin aid				
Less than 25%	100.0 %	30.8 %	85.4 %	54.8 %
- Federal and state	0.0 %	40.4 %	7.3 %	25.8 %
grant funds	0.0 %	21.2 %	0.0 %	11.8 %
51-75%	0.0 %	5.8 %	7.3 %	6.5 %
More than 75%				

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q24b-Total fin aid				
Less than 25%	.0%	2.6%	63.6%	16.3%
- Federal and state	.0%	52.6%	9.1%	42.9%
loan funds	.0%	36.8%	9.1%	30.6%
51-75%				
More than 75%	100.0%	7.9%	18.2%	10.2%

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q24c-Total fin aid	Less than 25%	.0%	2.6%	63.6%	16.3%
- Institutional funds	26-50%	.0%	52.6%	9.1%	42.9%
	51-75%	.0%	36.8%	9.1%	30.6%
	More than 75%	100.0%	7.9%	18.2%	10.2%

Columbus State University

.....TEACHING AND LEARNING.....

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25a-Instructional delivery - Face-to-face classes daytime hours	Significant mode	100.0 %	98.1 %	87.8 %	93.5 %
	Available mode	0.0 %	1.9 %	12.2 %	6.5 %
	Not available	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25b-Instructional delivery - Face-to-face classes evening hours	Significant mode	100.0 %	94.2 %	70.7 %	83.9 %
	Available mode	0.0 %	5.8 %	26.8 %	15.1 %
	Not available	0.0 %	0.0 %	2.4 %	1.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25c-Instructional delivery - Face-to-face classes before working hours	Significant mode	0.0 %	3.8 %	2.4 %	3.2 %
	Available mode	0.0 %	48.1 %	24.4 %	37.6 %
	Not available	100.0 %	46.2 %	73.2 %	58.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25d-Instructional delivery - Face-to- face classes weekend	Significant mode	0.0 %	15.4 %	12.2 %	14.0 %
	Available mode	0.0 %	75.0 %	56.1 %	66.7 %
	Not available	100.0 %	9.6 %	31.7 %	19.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25e-Instructional delivery - Face-to- face workplace at any time	Significant mode	0.0 %	3.8 %	0.0 %	2.2 %
	Available mode	0.0 %	55.8 %	34.1 %	46.2 %
	Not available	100.0 %	38.5 %	65.9 %	50.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25f-Instructional delivery - Recorded one-way video or audio delivery	Significant mode	0.0 %	1.9 %	2.4 %	2.2 %
	Available mode	0.0 %	57.7 %	41.5 %	50.5 %
	Not available	100.0 %	40.4 %	56.1 %	47.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25g-Instructional delivery - Interactive two-way video or audio delivery	Significant mode	0.0 %	11.5 %	7.3 %	9.7 %
	Available mode	0.0 %	50.0 %	63.4 %	55.9 %
	Not available	100.0 %	36.5 %	29.3 %	33.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25h-Instructional delivery -	Significant mode	0.0 %	3.8 %	2.4 %	3.2 %
Asynchronous print- based	Available mode	0.0 %	17.3 %	26.8 %	21.5 %
(correspondence) delivery	Not available	100.0 %	76.9 %	70.7 %	74.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25i-Instructional delivery -	Significant mode	100.0 %	13.5 %	24.4 %	18.3 %
Synchronous (live) computer-based	Available mode	0.0 %	46.2 %	36.6 %	41.9 %
deliver	Not available	0.0 %	38.5 %	39.0 %	38.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25j-Instructional delivery -	Significant mode	100.0 %	50.0 %	58.5 %	53.8 %
Asynchronous computer-based	Available mode	0.0 %	44.2 %	39.0 %	41.9 %
delivery	Not available	0.0 %	3.8 %	2.4 %	3.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25k-Instructional delivery - Internships	Significant mode	0.0 %	28.8 %	34.1 %	31.2 %
	Available mode	100.0 %	71.2 %	58.5 %	65.6 %
	Not available	0.0 %	0.0 %	7.3 %	3.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25l-Instructional delivery -	Significant mode	0.0 %	7.7 %	17.1 %	11.8 %
Externships	Available mode	0.0 %	53.8 %	41.5 %	48.4 %
	Not available	100.0 %	28.8 %	39.0 %	33.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q25m-Instructional delivery - Other	Significant mode	0.0 %	3.8 %	9.8 %	6.5 %
	Available mode	0.0 %	11.5 %	7.3 %	9.7 %
	Not available	100.0 %	7.7 %	43.9 %	23.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26a- Curriculum - Modular course formats of varying lengths	Three-fourths or more	0.0 %	5.8 %	14.6 %	9.7 %
	About half	0.0 %	7.7 %	17.1 %	11.8 %
	Much less than half	100.0 %	69.2 %	43.9 %	58.1 %
	Not at all	0.0 %	15.4 %	24.4 %	19.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26b- Curriculum - Learning Communities	Three-fourths or more	100.0 %	1.9 %	7.3 %	4.3 %
	About half	0.0 %	0.0 %	4.9 %	2.2 %
	Much less than half	0.0 %	86.5 %	63.4 %	76.3 %
	Not at all	0.0 %	11.5 %	24.4 %	17.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26c- Curriculum - Competency- based curriculum design	Three-fourths or more	0.0 %	34.6 %	14.6 %	25.8 %
	About half	0.0 %	25.0 %	29.3 %	26.9 %
	Much less than half	0.0 %	32.7 %	43.9 %	37.6 %
	Not at all	100.0 %	5.8 %	12.2 %	8.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26d- Curriculum - Individualized or self-paced instructional formats	Three-fourths or more	0.0 %	1.9 %	2.4 %	2.2 %
	About half	0.0 %	1.9 %	2.4 %	2.2 %
	Much less than half	0.0 %	82.7 %	65.9 %	75.3 %
	Not at all	100.0 %	13.5 %	29.3 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26e- Curriculum - Emphasis on cultural diversity	Three-fourths or more	100.0 %	25.0 %	19.5 %	22.6 %
	About half	0.0 %	34.6 %	41.5 %	37.6 %
	Much less than half	0.0 %	34.6 %	39.0 %	36.6 %
	Not at all	0.0 %	3.8 %	0.0 %	2.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26f- Curriculum - Ready transferability of credit earned elsewhere	Three-fourths or more	100.0 %	57.7 %	63.4 %	60.2 %
	About half	0.0 %	28.8 %	17.1 %	23.7 %
	Much less than half	0.0 %	11.5 %	19.5 %	15.1 %
	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26g- Curriculum - Proactive "early warning system" to help students not showing progress	Three-fourths or more	0.0 %	26.9 %	39.0 %	32.3 %
	About half	0.0 %	25.0 %	29.3 %	26.9 %
	Much less than half	100.0 %	42.3 %	26.8 %	35.5 %
	Not at all	0.0 %	5.8 %	4.9 %	5.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26h- Curriculum - Student-led or student- organized learning activities	Three-fourths or more	0.0 %	1.9 %	4.9 %	3.2 %
	About half	0.0 %	9.6 %	12.2 %	10.8 %
	Much less than half	0.0 %	67.3 %	61.0 %	64.5 %
	Not at all	100.0 %	21.2 %	22.0 %	21.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26i- Curriculum - Interdisciplinary offerings	Three-fourths or more	100.0 %	0.0 %	9.8 %	4.3 %
	About half	0.0 %	7.7 %	22.0 %	14.0 %
	Much less than half	0.0 %	80.8 %	65.9 %	74.2 %
	Not at all	0.0 %	9.6 %	2.4 %	6.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26j- Curriculum - Cohort based approaches	Three-fourths or more	0.0 %	0.0 %	7.3 %	3.2 %
	About half	0.0 %	7.7 %	9.8 %	8.6 %
	Much less than half	100.0 %	82.7 %	70.7 %	77.4 %
	Not at all	0.0 %	9.6 %	12.2 %	10.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26k- Curriculum - Accelerated approaches	Three-fourths or more	0.0 %	1.9 %	12.2 %	6.5 %
	About half	0.0 %	7.7 %	22.0 %	14.0 %
	Much less than half	100.0 %	82.7 %	48.8 %	67.7 %
	Not at all	0.0 %	7.7 %	17.1 %	11.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q26l- Curriculum -	Three-fourths or more	0.0 %	3.8 %	14.6 %	8.6 %
Flexible academic calendar with continuous offerings	About half	0.0 %	5.8 %	9.8 %	7.5 %
	Much less than half	0.0 %	57.7 %	41.5 %	50.5 %
	Not at all	100.0 %	32.7 %	34.1 %	33.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27a-Learning Experiences -	Three-fourths or more	100.0 %	25.0 %	24.4 %	24.7 %
Applied or hands-on experiences	About half	0.0 %	55.8 %	53.7 %	54.8 %
	Much less than half	0.0 %	19.2 %	22.0 %	20.4 %
	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27b-Learning Experiences -	Three-fourths or more	100.0 %	32.7 %	29.3 %	31.2 %
Collaboration and group work	About half	0.0 %	55.8 %	53.7 %	54.8 %
	Much less than half	0.0 %	11.5 %	17.1 %	14.0 %
	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27c-Learning Experiences -	Three-fourths or more	100.0 %	13.5 %	34.1 %	22.6 %
Student presentations	About half	0.0 %	65.4 %	48.8 %	58.1 %
	Much less than half	0.0 %	21.2 %	17.1 %	19.4 %
	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27d-Learning	Three-fourths or more	0.0 %	0.0 %	4.9 %	2.2 %
Experiences -	About half	0.0 %	15.4 %	24.4 %	19.4 %
Simulations/role-	Much less than half	100.0 %	84.6 %	70.7 %	78.5 %
playing	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27e-Learning	Three-fourths or more	0.0 %	7.7 %	14.6 %	10.8 %
Experiences -	About half	0.0 %	28.8 %	34.1 %	31.2 %
Use of students	Much less than half	100.0 %	61.5 %	48.8 %	55.9 %
own life and	Not at all	0.0 %	1.9 %	2.4 %	2.2 %
work					
experiences					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27f-Learning	Three-fourths or more	0.0 %	17.3 %	14.6 %	16.1 %
Experiences -	About half	0.0 %	50.0 %	56.1 %	52.7 %
Problem-based	Much less than half	100.0 %	32.7 %	26.8 %	30.1 %
learning	Not at all	0.0 %	0.0 %	2.4 %	1.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27g-Learning	Three-fourths or more	0.0 %	40.4 %	39.0 %	39.8 %
Experiences -	About half	100.0 %	42.3 %	34.1 %	38.7 %
Performance-	Much less than half	0.0 %	15.4 %	22.0 %	18.3 %
based	Not at all	0.0 %	1.9 %	4.9 %	3.2 %
assessments					

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27h-Learning	Three-fourths or more	100.0 %	53.8 %	58.5 %	55.9 %
Experiences -	About half	0.0 %	42.3 %	34.1 %	38.7 %
Activities that	Much less than half	0.0 %	3.8 %	7.3 %	5.4 %
point toward	Not at all	0.0 %	0.0 %	0.0 %	0.0 %
useful					
knowledge and					
skills for the					
future					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27i-Learning	Three-fourths or more	0.0 %	9.6 %	12.2 %	10.8 %
Experiences -	About half	100.0 %	21.2 %	46.3 %	32.3 %
Internships or	Much less than half	0.0 %	69.2 %	39.0 %	55.9 %
other work	Not at all	0.0 %	0.0 %	2.4 %	1.1 %
experiences					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27j-Learning	Three-fourths or more	100.0 %	88.5 %	75.6 %	82.8 %
Experiences -	About half	0.0 %	9.6 %	14.6 %	11.8 %
Clear learning	Much less than half	0.0 %	1.9 %	7.3 %	4.3 %
outcomes	Not at all	0.0 %	0.0 %	0.0 %	0.0 %
established and					
communicated					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27k-Learning	Three-fourths or more	100.0 %	36.5 %	68.3 %	50.5 %
Experiences -	About half	0.0 %	50.0 %	29.3 %	40.9 %
Substantial use	Much less than half	0.0 %	13.5 %	2.4 %	8.6 %
of web and/or	Not at all	0.0 %	0.0 %	0.0 %	0.0 %
email					

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q271-Learning Experiences - Conducted in workplace or community settings	Three-fourths or more	0.0 %	1.9 %	0.0 %	1.1 %
	About half	0.0 %	13.5 %	9.8 %	11.8 %
	Much less than half	100.0 %	78.8 %	63.4 %	72.0 %
	Not at all	0.0 %	5.8 %	26.8 %	15.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27m-Learning Experiences - Periodic assessments of learning other than grades	Three-fourths or more	0.0 %	25.0 %	24.4 %	24.7 %
	About half	0.0 %	46.2 %	34.1 %	40.9 %
	Much less than half	0.0 %	26.9 %	39.0 %	32.3 %
	Not at all	100.0 %	1.9 %	2.4 %	2.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q27n-Learning Experiences - Prompt feedback on performance	Three-fourths or more	0.0 %	67.3 %	51.2 %	60.2 %
	About half	100.0 %	28.8 %	46.3 %	36.6 %
	Much less than half	0.0 %	3.8 %	2.4 %	3.2 %
	Not at all	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28a-Indiv Learning Exp - Individualized and ongoing assessment of progress, deficiencies and needs	Three-fourths or more	0.0 %	36.5 %	29.3 %	33.3 %
	About half	0.0 %	28.8 %	36.6 %	32.3 %
	Much less than half	100.0 %	32.7 %	31.7 %	32.3 %
	Not at all	0.0 %	1.9 %	2.4 %	2.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28b-Indiv	Three-fourths or more	0.0 %	7.7 %	7.3 %	7.5 %
Learning Exp - Individualized	About half	0.0 %	5.8 %	17.1 %	10.8 %
learning plans or contracts	Much less than half	0.0 %	71.2 %	56.1 %	64.5 %
	Not at all	100.0 %	15.4 %	19.5 %	17.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28c-Indiv	Three-fourths or more	0.0 %	3.8 %	7.3 %	5.4 %
Learning Exp - Determination of individual approach to learning	About half	0.0 %	26.9 %	14.6 %	21.5 %
	Much less than half	100.0 %	61.5 %	65.9 %	63.4 %
	Not at all	0.0 %	7.7 %	12.2 %	9.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28d-Indiv	Three-fourths or more	0.0 %	65.4 %	51.2 %	59.1 %
Learning Exp - Clear plan of study showing what needs to be accomp and when	About half	100.0 %	17.3 %	31.7 %	23.7 %
	Much less than half	0.0 %	15.4 %	17.1 %	16.1 %
	Not at all	0.0 %	1.9 %	0.0 %	1.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28e-Indiv	Three-fourths or more	100.0 %	40.4 %	29.3 %	35.5 %
Learning Exp - Ready availability of face-to-face tutoring	About half	0.0 %	40.4 %	36.6 %	38.7 %
	Much less than half	0.0 %	17.3 %	31.7 %	23.7 %
	Not at all	0.0 %	1.9 %	2.4 %	2.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28f-Indiv	Three-fourths or more	100.0 %	63.5 %	39.0 %	52.7 %
Learning Exp -	About half	0.0 %	25.0 %	22.0 %	23.7 %
Ready	Much less than half	0.0 %	9.6 %	36.6 %	21.5 %
availability of	Not at all	0.0 %	1.9 %	2.4 %	2.2 %
remediation to					
address					
deficiencies					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28g-Indiv	Three-fourths or more	0.0 %	15.4 %	26.8 %	20.4 %
Learning Exp -	About half	100.0 %	48.1 %	61.0 %	53.8 %
Frequent contact	Much less than half	0.0 %	34.6 %	12.2 %	24.7 %
with	Not at all	0.0 %	1.9 %	0.0 %	1.1 %
mentors/advisors					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28h-Indiv	Three-fourths or more	0.0 %	7.7 %	14.6 %	10.8 %
Learning Exp -	About half	0.0 %	30.8 %	53.7 %	40.9 %
Proactive	Much less than half	100.0 %	59.6 %	29.3 %	46.2 %
intervention by	Not at all	0.0 %	1.9 %	2.4 %	2.2 %
mentors/advisors					

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q28i-Indiv	Three-fourths or more	100.0 %	36.5 %	53.7 %	44.1 %
Learning Exp -	About half	0.0 %	48.1 %	29.3 %	39.8 %
Participation in	Much less than half	0.0 %	13.5 %	14.6 %	14.0 %
graduation	Not at all	0.0 %	1.9 %	2.4 %	2.2 %
ceremonies					

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q29-Placement into developmental work mandatory if deficiencies discovered	Students are only advised of their test scores	0.0 %	0.0 %	9.8 %	4.3 %
	Students are advised to take remedial work	0.0 %	5.8 %	9.8 %	7.5 %
	Student must take remedial work	100.0 %	94.2 %	70.7 %	83.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q30-Developmental work connects with subsequent college-level courses	No	0.0 %	1.9 %	19.5 %	9.7 %
	Sometimes	100.0 %	23.1 %	14.6 %	19.4 %
	Yes	0.0 %	73.1 %	39.0 %	58.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q31a-Institution monitoring at transfer institutions - What credits count toward degree	Regularly	0.0 %	48.1 %	22.0 %	36.6 %
	Occasionally	0.0 %	19.2 %	7.3 %	14.0 %
	Rarely	0.0 %	11.5 %	24.4 %	17.2 %
	Not at all	100.0 %	21.2 %	46.3 %	32.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q31b-Institution monitoring at transfer institutions - What credits count as "general"	Regularly	0.0 %	46.2 %	19.5 %	34.4 %
	Occasionally	0.0 %	21.2 %	26.8 %	23.7 %
	Rarely	100.0 %	13.5 %	14.6 %	14.0 %
	Not at all	0.0 %	19.2 %	39.0 %	28.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q31c-Institution monitoring at transfer institutions - What credits count toward degree completion	Regularly	0.0 %	42.3 %	17.1 %	31.2 %
	Occasionally	0.0 %	25.0 %	19.5 %	22.6 %
	Rarely	100.0 %	13.5 %	26.8 %	19.4 %
	Not at all	0.0 %	19.2 %	36.6 %	26.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q32a-Alignment of content and performance - High school exit standards and college placement	Very well	0.0 %	13.5 %	26.8 %	19.4 %
	Partially	100.0 %	42.3 %	48.8 %	45.2 %
	Not well	0.0 %	38.5 %	14.6 %	28.0 %
	Not at all	0.0 %	5.8 %	7.3 %	6.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q32b-Alignment of content and performance - College's remediation exit standards and first- year college work	Very well	0.0 %	57.7 %	31.7 %	46.2 %
	Partially	100.0 %	34.6 %	46.3 %	39.8 %
	Not well	0.0 %	7.7 %	4.9 %	6.5 %
	Not at all	0.0 %	0.0 %	12.2 %	5.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q32c-Alignment of content and performance - Associate degree standards and upper-level work at four-year colleges	Very well	100.0 %	61.5 %	43.9 %	53.8 %
	Partially	0.0 %	36.5 %	48.8 %	41.9 %
	Not well	0.0 %	1.9 %	2.4 %	2.2 %
	Not at all	0.0 %	0.0 %	2.4 %	1.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q33-Students easily check transfer requirements for transfer institutions against own academic records	Very easily	0.0 %	25.0 %	34.1 %	29.0 %
	Somewhat easily	0.0 %	28.8 %	26.8 %	28.0 %
	Possible, but not easy	0.0 %	34.6 %	24.4 %	30.1 %
	No capability to do this	100.0 %	11.5 %	14.6 %	12.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q34a-Mechanisms in place for students to receive credit toward degree for work-related credentials or prior non-credit work - Some occupational programs	0.0 %	67.3 %	53.7 %	61.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q34b-Mechanisms in place for students to receive credit toward degree for work-related credentials or prior non-credit work - All occupational programs	0.0 %	17.3 %	26.8 %	21.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q34c-Mechanisms in place for students to receive credit toward degree for work-related credentials or prior non-credit work - Some academic transfer programs	100.0 %	44.2 %	41.5 %	43.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q34d-Mechanisms in place for students to receive credit toward degree for work-related credentials or prior non-credit work - All academic transfer programs	0.0 %	15.4 %	2.4 %	9.7 %

Columbus State University

.....FACULTY RECRUITMENT AND DEVELOPMENT.....

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q35ft-Percent of Full-time faculty employed elsewhere in non-teaching capacity	100.0 %	94.2 %	85.4 %	90.3 %
Less than 25%	0.0 %	3.8 %	7.3 %	5.4 %
26-50%	0.0 %	1.9 %	2.4 %	2.2 %
51-75%	0.0 %	0.0 %	0.0 %	0.0 %
More than 75%				

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q35pt-Percent of Part-time faculty employed elsewhere in non-teaching capacity	0.0 %	3.8 %	12.2 %	7.5 %
Less than 25%	100.0 %	23.1 %	17.1 %	20.4 %
26-50%	0.0 %	32.7 %	31.7 %	32.3 %
51-75%	0.0 %	32.7 %	36.6 %	34.4 %
More than 75%				

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q36a-Commit to serving adults - Full-time faculty - Position announcements and recruit materials	0.0 %	25.0 %	24.4 %	24.7 %
Emphasized	100.0 %	59.6 %	56.1 %	58.1 %
Not emphasized	0.0 %	15.4 %	19.5 %	17.2 %
Not applicable or not present				

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36b-Commit to serving adults - Full- time faculty - Hiring criteria	Emphasized	0.0 %	42.3 %	22.0 %	33.3 %
	Not emphasized	100.0 %	44.2 %	58.5 %	50.5 %
	Not applicable or not present	0.0 %	13.5 %	19.5 %	16.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36c-Commit to serving adults - Full- time faculty - Student evaluations of instruction	Emphasized	0.0 %	25.0 %	9.8 %	18.3 %
	Not emphasized	100.0 %	50.0 %	70.7 %	59.1 %
	Not applicable or not present	0.0 %	25.0 %	19.5 %	22.6 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36d-Commit to serving adults - Full- time faculty - Eval criteria for promotion or salary increase	Emphasized	0.0 %	9.6 %	9.8 %	9.7 %
	Not emphasized	100.0 %	55.8 %	65.9 %	60.2 %
	Not applicable or not present	0.0 %	34.6 %	24.4 %	30.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36e-Commit to serving adults - Full- time faculty - Teaching awards	Emphasized	0.0 %	13.5 %	9.8 %	11.8 %
	Not emphasized	100.0 %	53.8 %	56.1 %	54.8 %
	Not applicable or not present	0.0 %	32.7 %	34.1 %	33.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36f-Commit to serving adults - Part- time faculty - Position announcements and recruit materials	Emphasized	0.0 %	21.2 %	31.7 %	25.8 %
	Not emphasized	100.0 %	57.7 %	48.8 %	53.8 %
	Not applicable or not present	0.0 %	19.2 %	19.5 %	19.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36g-Commit to serving adults - Part- time faculty - Hiring criteria	Emphasized	0.0 %	26.9 %	41.5 %	33.3 %
	Not emphasized	100.0 %	55.8 %	41.5 %	49.5 %
	Not applicable or not present	0.0 %	15.4 %	17.1 %	16.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36h-Commit to serving adults - Part- time faculty - Student evaluations of instruction	Emphasized	0.0 %	21.2 %	17.1 %	19.4 %
	Not emphasized	100.0 %	51.9 %	68.3 %	59.1 %
	Not applicable or not present	0.0 %	25.0 %	14.6 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36i-Commit to serving adults - Part- time faculty - Eval criteria for promotion or salary increase	Emphasized	0.0 %	3.8 %	7.3 %	5.4 %
	Not emphasized	100.0 %	50.0 %	53.7 %	51.6 %
	Not applicable or not present	0.0 %	44.2 %	39.0 %	41.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q36j-Commit to serving adults - Part- time faculty - Teaching awards	Emphasized	0.0 %	3.8 %	12.2 %	7.5 %
	Not emphasized	100.0 %	50.0 %	46.3 %	48.4 %
	Not applicable or not present	0.0 %	44.2 %	41.5 %	43.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q37-How institution supports its faculty in working with adult learners	No systematic approach	0.0 %	28.8 %	36.6 %	32.3 %
	Reactive - Faculty encouraged to learn more about adult learners	100.0 %	23.1 %	14.6 %	19.4 %
	Mostly reactive - As above	0.0 %	34.6 %	31.7 %	33.3 %
	Mostly proactive - As below	0.0 %	9.6 %	17.1 %	12.9 %
	Proactive - Intentional and systematic approach	0.0 %	3.8 %	0.0 %	2.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q38-Extent faculty actively collaborate across disciplines to create problem-based classes or other learning experiences	Not at all	0.0 %	3.8 %	0.0 %	2.2 %
	Not very much	0.0 %	26.9 %	24.4 %	25.8 %
	Somewhat	100.0 %	51.9 %	65.9 %	58.1 %
	A great deal	0.0 %	17.3 %	9.8 %	14.0 %
	Almost always	0.0 %	0.0 %	0.0 %	0.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q39-Faculty seek out counterparts at four-year transfer institutions to map out and align student performance standards	Not at all	0.0 %	7.7 %	19.5 %	12.9 %
	Not very much	100.0 %	30.8 %	29.3 %	30.1 %
	To some extent	0.0 %	53.8 %	43.9 %	49.5 %
	A great deal	0.0 %	7.7 %	7.3 %	7.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q40-Faculty seek out employers to map out and align performance standards to match workplace expectations	Not at all	0.0 %	1.9 %	4.9 %	3.2 %
	Not very much	0.0 %	11.5 %	14.6 %	12.9 %
	To some extent	100.0 %	67.3 %	58.5 %	63.4 %
	A great deal	0.0 %	19.2 %	22.0 %	20.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41a-Faculty development - Full-time faculty - Creating active learning situations	Three-fourths or more	0.0 %	17.3 %	14.6 %	16.1 %
	About half	0.0 %	36.5 %	31.7 %	34.4 %
	Less than half	100.0 %	34.6 %	41.5 %	37.6 %
	Not offered	0.0 %	11.5 %	9.8 %	10.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41b-Faculty development - Full-time faculty - Creating collaborative learning	Three-fourths or more	0.0 %	9.6 %	9.8 %	9.7 %
	About half	0.0 %	38.5 %	26.8 %	33.3 %
	Less than half	100.0 %	44.2 %	48.8 %	46.2 %
	Not offered	0.0 %	7.7 %	12.2 %	9.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41c-Faculty development - Full-time faculty - Assessment student performance	Three-fourths or more	0.0 %	50.0 %	22.0 %	37.6 %
	About half	0.0 %	21.2 %	24.4 %	22.6 %
	Less than half	100.0 %	26.9 %	43.9 %	34.4 %
	Not offered	0.0 %	1.9 %	7.3 %	4.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41d-Faculty development - Full-time faculty - Incorporating student life experience	Three-fourths or more	0.0 %	7.7 %	7.3 %	7.5 %
	About half	0.0 %	19.2 %	19.5 %	19.4 %
	Less than half	0.0 %	32.7 %	41.5 %	36.6 %
	Not offered	100.0 %	40.4 %	29.3 %	35.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41e-Faculty development -	Three-fourths or more	0.0 %	5.8 %	0.0 %	3.2 %
Full-time faculty -	About half	0.0 %	7.7 %	4.9 %	6.5 %
Mentoring/advising adult students	Less than half	0.0 %	42.3 %	56.1 %	48.4 %
	Not offered	100.0 %	44.2 %	36.6 %	40.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41f-Faculty development -	Three-fourths or more	0.0 %	15.4 %	0.0 %	8.6 %
Full-time faculty -	About half	0.0 %	11.5 %	4.9 %	8.6 %
Assessing prior learning	Less than half	0.0 %	40.4 %	53.7 %	46.2 %
	Not offered	100.0 %	30.8 %	39.0 %	34.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41g-Faculty development -	Three-fourths or more	0.0 %	63.5 %	31.7 %	49.5 %
Full-time faculty -	About half	0.0 %	25.0 %	31.7 %	28.0 %
Using technology	Less than half	100.0 %	9.6 %	31.7 %	19.4 %
	Not offered	0.0 %	0.0 %	2.4 %	1.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41h-Faculty development -	Three-fourths or more	0.0 %	13.5 %	12.2 %	12.9 %
Full-time faculty -	About half	0.0 %	23.1 %	14.6 %	19.4 %
Culturally-responsive teaching methods	Less than half	0.0 %	32.7 %	56.1 %	43.0 %
	Not offered	100.0 %	30.8 %	14.6 %	23.7 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41i-Faculty development -	Three-fourths or more	0.0 %	3.8 %	4.9 %	4.3 %
Part-time faculty -	About half	0.0 %	17.3 %	19.5 %	18.3 %
Creating active learning situations	Less than half	100.0 %	57.7 %	58.5 %	58.1 %
	Not offered	0.0 %	21.2 %	17.1 %	19.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41j-Faculty development -	Three-fourths or more	0.0 %	1.9 %	9.8 %	5.4 %
Part-time faculty -	About half	0.0 %	13.5 %	12.2 %	12.9 %
Creating collaborative learning	Less than half	100.0 %	63.5 %	53.7 %	59.1 %
	Not offered	0.0 %	21.2 %	24.4 %	22.6 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41k-Faculty development -	Three-fourths or more	0.0 %	15.4 %	12.2 %	14.0 %
Part-time faculty -	About half	0.0 %	21.2 %	14.6 %	18.3 %
Assessing student performance	Less than half	100.0 %	55.8 %	56.1 %	55.9 %
	Not offered	0.0 %	7.7 %	17.1 %	11.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41l-Faculty development -	Three-fourths or more	0.0 %	1.9 %	2.4 %	2.2 %
Part-time faculty -	About half	0.0 %	11.5 %	12.2 %	11.8 %
Incorporating student life experience	Less than half	0.0 %	44.2 %	43.9 %	44.1 %
	Not offered	100.0 %	42.3 %	41.5 %	41.9 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41m-Faculty development -	Three-fourths or more	0.0 %	1.9 %	0.0 %	1.1 %
Part-time faculty -	About half	0.0 %	7.7 %	4.9 %	6.5 %
Mentoring/advising adult students	Less than half	0.0 %	42.3 %	46.3 %	44.1 %
	Not offered	100.0 %	48.1 %	48.8 %	48.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41n-Faculty development -	Three-fourths or more	0.0 %	1.9 %	0.0 %	1.1 %
Part-time faculty -	About half	0.0 %	5.8 %	7.3 %	6.5 %
Assessing prior learning	Less than half	0.0 %	55.8 %	36.6 %	47.3 %
	Not offered	100.0 %	34.6 %	56.1 %	44.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41o-Faculty development -	Three-fourths or more	0.0 %	26.9 %	14.6 %	21.5 %
Part-time faculty -	About half	0.0 %	25.0 %	26.8 %	25.8 %
Using technology	Less than half	100.0 %	38.5 %	46.3 %	41.9 %
	Not offered	0.0 %	7.7 %	12.2 %	9.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q41p-Faculty development -	Three-fourths or more	0.0 %	5.8 %	4.9 %	5.4 %
Part-time faculty -	About half	0.0 %	17.3 %	4.9 %	11.8 %
Culturally-responsive teaching methods	Less than half	0.0 %	40.4 %	65.9 %	51.6 %
	Not offered	100.0 %	34.6 %	24.4 %	30.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q42a-Training program for new full-time faculty that addresses approaches to adult learning	Not applicable	0.0 %	3.8 %	7.3 %	5.4 %
	No	100.0 %	76.9 %	70.7 %	74.2 %
	Yes	0.0 %	19.2 %	22.0 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q42b-If yes, are new full-time faculty required to participate?	No	100.0 %	13.5 %	53.7 %	31.2 %
	Yes	0.0 %	15.4 %	12.2 %	14.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q43a-Training program for new part-time faculty that addresses approaches to adult learning	No	100.0 %	80.8 %	73.2 %	77.4 %
	Yes	0.0 %	19.2 %	22.0 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q43b-If yes, are new part-time faculty required to participate?	No	100.0 %	17.3 %	48.8 %	31.2 %
	Yes	0.0 %	7.7 %	14.6 %	10.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q44-Mastery of adult learning principles count in hiring decisions for new faculty to teach in institution	Not at all	100.0 %	21.2 %	22.0 %	21.5 %
	Not very much	0.0 %	21.2 %	46.3 %	32.3 %
	Somewhat	0.0 %	42.3 %	19.5 %	32.3 %
	A great deal	0.0 %	13.5 %	12.2 %	12.9 %
	Almost always	0.0 %	1.9 %	0.0 %	1.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q45-Mastery of adult learning principles count in promotion and tenure decisions	Not at all	100.0 %	30.8 %	31.7 %	31.2 %
	Not very much	0.0 %	32.7 %	41.5 %	36.6 %
	Somewhat	0.0 %	28.8 %	17.1 %	23.7 %
	A great deal	0.0 %	3.8 %	9.8 %	6.5 %
	Almost always	0.0 %	0.0 %	0.0 %	0.0 %

Columbus State University

.....STUDENT SERVICES.....

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q46asd-Times and media - Academic advising - Main Campus - Daytime hours		100.0 %	100.0 %	100.0 %	100.0 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ase-Times and media - Academic advising - Main Campus - Evening/Weekend hours		0.0 %	73.1 %	58.5 %	66.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q46amd-Times and media - Academic advising - Other sites - Daytime hours		0.0 %	48.1 %	63.4 %	54.8 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ame-Times and media - Academic advising - Other sites - Evening/Weekend hours		0.0 %	34.6 %	36.6 %	35.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46anpd-Times and media - Academic advising - Non-Face-to- Face - Print-based	100.0 %	50.0 %	51.2 %	50.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46antb-Times and media - Academic advising - Non-Face-to-Face - Telephone-based	0.0 %	65.4 %	78.0 %	71.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ancb-Times and media - Academic advising - Non-Face-to- Face - Computer-based	100.0 %	73.1 %	82.9 %	77.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bsd-Times and media - Admissions - Main Campus - Daytime hours	100.0 %	100.0 %	100.0 %	100.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bse-Times and media - Admissions - Main Campus - Evening/Weekend hours	0.0 %	67.3 %	48.8 %	59.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bmd-Times and media - Admissions - Other sites - Daytime hours	0.0 %	55.8 %	65.9 %	60.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bme-Times and media - Admissions - Other sites - Evening/Weekend hours	100.0 %	34.6 %	34.1 %	34.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bnpd-Times and media - Admissions - Non-Face-to-Face - Print-based	100.0 %	76.9 %	78.0 %	77.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bntb-Times and media - Admissions - Non-Face-to-Face - Telephone-based	0.0 %	40.4 %	70.7 %	53.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46bncb-Times and media - Admissions - Non-Face-to-Face - Computer-based	100.0 %	73.1 %	92.7 %	81.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46csd-Times and media - Book purchases/distrib instruct materials - Main Campus - Daytime hours	100.0 %	100.0 %	92.7 %	96.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cse-Times and media - Book purchases/distrib instruct materials - Main Campus - Evening/Weekend hours	0.0 %	67.3 %	53.7 %	61.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cmd-Times and media - Book purchases/distrib instruct materials - Other sites - Daytime hours	0.0 %	40.4 %	41.5 %	40.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cme-Times and media - Book purchases/distrib instruct materials - Other sites - Evening/Weekend hours	100.0 %	30.8 %	29.3 %	30.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cnpd-Times and media - Book purchases/distrib instruct materials - Non-Face-to-Face - Print-based	100.0 %	21.2 %	22.0 %	21.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cntb-Times and media - Book purchases/distrib instruct materials - Non-Face-to-Face - Telephone-based	0.0 %	25.0 %	36.6 %	30.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46cnbc-Times and media - Book purchases/distrib instruct materials - Non-Face-to-Face - Computer-based	100.0 %	57.7 %	85.4 %	69.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dsd-Times and media - Bursar/business office services - Main Campus - Daytime hours	100.0 %	100.0 %	97.6 %	98.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dse-Times and media - Bursar/business office services - Main Campus - Evening/Weekend hours	0.0 %	38.5 %	29.3 %	34.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dmd-Times and media - Bursar/business office services - Other sites - Daytime hours	0.0 %	42.3 %	34.1 %	38.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dme-Times and media - Bursar/business office services - Other sites - Evening/Weekend hours	0.0 %	17.3 %	12.2 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dnpd-Times and media - Bursar/business office services - Non- Face-to-Face - Print-based	0.0 %	42.3 %	31.7 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dntb-Times and media - Bursar/business office services - Non- Face-to-Face - Telephone-based	0.0 %	55.8 %	53.7 %	54.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46dncb-Times and media - Bursar/business office services - Non- Face-to-Face - Computer-based	100.0 %	71.2 %	75.6 %	73.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46esd-Times and media - Career advising - Main Campus - Daytime hours	100.0 %	100.0 %	92.7 %	96.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ese-Times and media - Career advising - Main Campus - Evening/Weekend hours	0.0 %	57.7 %	29.3 %	45.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46emd-Times and media - Career advising - Other sites - Daytime hours	0.0 %	30.8 %	31.7 %	31.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46eme-Times and media - Career advising - Other sites - Evening/Weekend hours	100.0 %	15.4 %	17.1 %	16.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46enpd-Times and media - Career advising - Non-Face-to-Face - Print- based	0.0 %	36.5 %	43.9 %	39.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46entb-Times and media - Career advising - Non-Face-to-Face - Telephone-based	0.0 %	50.0 %	41.5 %	46.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46encb-Times and media - Career advising - Non-Face-to-Face - Computer-based	100.0 %	51.9 %	73.2 %	61.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fsd-Times and media - Counseling services - Main Campus - Daytime hours	100.0 %	80.8 %	82.9 %	81.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fse-Times and media - Counseling services - Main Campus - Evening/Weekend hours	0.0 %	53.8 %	34.1 %	45.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fmd-Times and media - Counseling services - Other sites - Daytime hours	0.0 %	25.0 %	26.8 %	25.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fme-Times and media - Counseling services - Other sites - Evening/Weekend hours	0.0 %	13.5 %	7.3 %	10.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fnpd-Times and media - Counseling services - Non-Face-to- Face - Print-based	0.0 %	21.2 %	24.4 %	22.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fntb-Times and media - Counseling services - Non-Face-to- Face - Telephone-based	0.0 %	38.5 %	24.4 %	32.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46fncb-Times and media - Counseling services - Non-Face-to- Face - Computer-based	100.0 %	19.2 %	34.1 %	25.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gsd-Times and media - Employment services - Main Campus - Daytime hours	0.0 %	90.4 %	82.9 %	87.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gse-Times and media - Employment services - Main Campus - Evening/Weekend hours	0.0 %	42.3 %	22.0 %	33.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gmd-Times and media - Employment services - Other sites - Daytime hours	0.0 %	23.1 %	26.8 %	24.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gme-Times and media - Employment services - Other sites - Evening/Weekend hours	0.0 %	11.5 %	2.4 %	7.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gnpd-Times and media - Employment services - Non-Face-to- Face - Print-based	0.0 %	44.2 %	29.3 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gntb-Times and media - Employment services - Non-Face-to- Face - Telephone-based	0.0 %	42.3 %	29.3 %	36.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46gncb-Times and media - Employment services - Non-Face-to- Face - Computer-based	100.0 %	65.4 %	61.0 %	63.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hsd-Times and media - Program services - Main Campus - Daytime hours	100.0 %	76.9 %	87.8 %	81.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hse-Times and media - Program services - Main Campus - Evening/Weekend hours	0.0 %	46.2 %	29.3 %	38.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hmd-Times and media - Program services - Other sites - Daytime hours	0.0 %	26.9 %	34.1 %	30.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hme-Times and media - Program services - Other sites - Evening/Weekend hours	100.0 %	15.4 %	14.6 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hnpd-Times and media - Program services - Non-Face-to-Face - Print-based	100.0 %	32.7 %	41.5 %	36.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hntb-Times and media - Program services - Non-Face-to-Face - Telephone-based	0.0 %	19.2 %	34.1 %	25.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46hncb-Times and media - Program services - Non-Face-to-Face - Computer-based	0.0 %	25.0 %	53.7 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46isd-Times and media - Disability info/services - Main Campus - Daytime hours	100.0 %	96.2 %	92.7 %	94.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ise-Times and media - Disability info/services - Main Campus - Evening/Weekend hours	0.0 %	50.0 %	29.3 %	40.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46imd-Times and media - Disability info/services - Other sites - Daytime hours	0.0 %	34.6 %	46.3 %	39.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ime-Times and media - Disability info/services - Other sites - Evening/Weekend hours	0.0 %	13.5 %	14.6 %	14.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46inpd-Times and media - Disability info/services - Non-Face-to-Face - Print-based	0.0 %	59.6 %	53.7 %	57.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46intb-Times and media - Disability info/services - Non-Face-to-Face - Telephone-based	100.0 %	53.8 %	46.3 %	50.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46incb-Times and media - Disability info/services - Non-Face-to-Face - Computer-based	100.0 %	48.1 %	65.9 %	55.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jsd-Times and media - Financial aid - Main Campus - Daytime hours	100.0 %	98.1 %	95.1 %	96.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jse-Times and media - Financial aid - Main Campus - Evening/Weekend hours	0.0 %	59.6 %	34.1 %	48.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jmd-Times and media - Financial aid - Other sites - Daytime hours	0.0 %	46.2 %	46.3 %	46.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jme-Times and media - Financial aid - Other sites - Evening/Weekend hours	100.0 %	25.0 %	19.5 %	22.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jnpd-Times and media - Financial aid - Non-Face-to-Face - Print-based	0.0 %	67.3 %	65.9 %	66.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jntb-Times and media - Financial aid - Non-Face-to-Face - Telephone-based	0.0 %	53.8 %	56.1 %	54.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46jncb-Times and media - Financial aid - Non-Face-to-Face - Computer-based	100.0 %	71.2 %	82.9 %	76.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ksd-Times and media - Health info/programming - Main Campus - Daytime hours	100.0 %	59.6 %	78.0 %	67.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46kse-Times and media - Health info/programming - Main Campus - Evening/Weekend hours	0.0 %	21.2 %	29.3 %	24.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46kmd-Times and media - Health info/programming - Other sites - Daytime hours	0.0 %	9.6 %	19.5 %	14.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46kme-Times and media - Health info/programming - Other sites - Evening/Weekend hours	0.0 %	1.9 %	9.8 %	5.4 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46knpd-Times and media - Health info/programming - Non-Face-to-Face - Print-based	0.0 %	25.0 %	36.6 %	30.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46kntb-Times and media - Health info/programming - Non-Face-to-Face - Telephone-based	0.0 %	15.4 %	24.4 %	19.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46kncb-Times and media - Health info/programming - Non-Face-to-Face - Computer-based	0.0 %	15.4 %	51.2 %	31.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lsd-Times and media - Student eval of instruction - Main Campus - Daytime hours	100.0 %	90.4 %	90.2 %	90.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lse-Times and media - Student eval of instruction - Main Campus - Evening/Weekend hours	0.0 %	82.7 %	61.0 %	73.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lmd-Times and media - Student eval of instruction - Other sites - Daytime hours	0.0 %	59.6 %	58.5 %	59.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lme-Times and media - Student eval of instruction - Other sites - Evening/Weekend hours	100.0 %	48.1 %	48.8 %	48.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lnpd-Times and media - Student eval of instruction - Non-Face-to-Face - Print-based	0.0 %	48.1 %	58.5 %	52.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lntb-Times and media - Student eval of instruction - Non-Face-to-Face - Telephone-based	0.0 %	5.8 %	7.3 %	6.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46lncb-Times and media - Student eval of instruction - Non-Face-to-Face - Computer-based	0.0 %	55.8 %	61.0 %	58.1 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46msd-Times and media - Learning resources/library services - Main Campus - Daytime hours	100.0 %	94.2 %	92.7 %	93.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mse-Times and media - Learning resources/library services - Main Campus - Evening/Weekend hours	0.0 %	90.4 %	82.9 %	87.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mmd-Times and media - Learning resources/library services - Other sites - Daytime hours	0.0 %	40.4 %	48.8 %	44.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mme-Times and media - Learning resources/library services - Other sites - Evening/Weekend hours	0.0 %	30.8 %	46.3 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mnpd-Times and media - Learning resources/library services - Non-Face-to-Face - Print-based	0.0 %	44.2 %	58.5 %	50.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mntb-Times and media - Learning resources/library services - Non-Face-to-Face - Telephone-based	0.0 %	36.5 %	61.0 %	47.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46mncb-Times and media - Learning resources/library services - Non-Face-to-Face - Computer-based	100.0 %	86.5 %	87.8 %	87.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nsd-Times and media - Mentoring - Main Campus - Daytime hours	100.0 %	50.0 %	61.0 %	54.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nse-Times and media - Mentoring - Main Campus - Evening/Weekend hours	0.0 %	19.2 %	26.8 %	22.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nmd-Times and media - Mentoring - Other sites - Daytime hours	0.0 %	15.4 %	19.5 %	17.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nme-Times and media - Mentoring - Other sites - Evening/Weekend hours	0.0 %	7.7 %	12.2 %	9.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nnpd-Times and media - Mentoring - Non-Face-to-Face - Print- based	0.0 %	1.9 %	9.8 %	5.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nntb-Times and media - Mentoring - Non-Face-to-Face - Telephone-based	0.0 %	3.8 %	14.6 %	8.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46nncb-Times and media - Mentoring - Non-Face-to-Face - Computer-based	0.0 %	7.7 %	26.8 %	16.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46osd-Times and media - Placement Testing - Main Campus - Daytime hours	100.0 %	100.0 %	90.2 %	95.7 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ose-Times and media - Placement Testing - Main Campus - Evening/Weekend hours	0.0 %	84.6 %	41.5 %	65.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46omd-Times and media - Placement Testing - Other sites - Daytime hours	0.0 %	65.4 %	36.6 %	52.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ome-Times and media - Placement Testing - Other sites - Evening/Weekend hours	100.0 %	46.2 %	22.0 %	35.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46onpd-Times and media - Placement Testing - Non-Face-to-Face - Print-based	0.0 %	17.3 %	19.5 %	18.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ontb-Times and media - Placement Testing - Non-Face-to-Face - Telephone-based	0.0 %	1.9 %	2.4 %	2.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46oncb-Times and media - Placement Testing - Non-Face-to-Face - Computer-based	0.0 %	34.6 %	36.6 %	35.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46psd-Times and media - Prior learning assessment - Main Campus - Daytime hours	0.0 %	71.2 %	73.2 %	72.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pse-Times and media - Prior learning assessment - Main Campus - Evening/Weekend hours	0.0 %	34.6 %	39.0 %	36.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pmd-Times and media - Prior learning assessment - Other sites - Daytime hours	0.0 %	25.0 %	36.6 %	30.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pme-Times and media - Prior learning assessment - Other sites - Evening/Weekend hours	0.0 %	17.3 %	19.5 %	18.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pnpd-Times and media - Prior learning assessment - Non-Face-to-Face - Print-based	0.0 %	21.2 %	22.0 %	21.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pntb-Times and media - Prior learning assessment - Non-Face-to-Face - Telephone-based	0.0 %	7.7 %	19.5 %	12.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46pncb-Times and media - Prior learning assessment - Non-Face-to-Face - Computer-based	0.0 %	19.2 %	29.3 %	23.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qsd-Times and media - Registration - Main Campus - Daytime hours	100.0 %	96.2 %	95.1 %	95.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qse-Times and media - Registration - Main Campus - Evening/Weekend hours	0.0 %	75.0 %	61.0 %	68.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qmd-Times and media - Registration - Other sites - Daytime hours	0.0 %	55.8 %	51.2 %	53.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qme-Times and media - Registration - Other sites - Evening/Weekend hours	100.0 %	42.3 %	46.3 %	44.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qnpd-Times and media - Registration - Non-Face-to-Face - Print-based	0.0 %	48.1 %	36.6 %	43.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qntb-Times and media - Registration - Non-Face-to-Face - Telephone-based	0.0 %	23.1 %	34.1 %	28.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46qncb-Times and media - Registration - Non-Face-to-Face - Computer-based	100.0 %	82.7 %	82.9 %	82.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rsd-Times and media - Remediation of skills - Main Campus - Daytime hours	100.0 %	98.1 %	80.5 %	90.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rse-Times and media - Remediation of skills - Main Campus - Evening/Weekend hours	0.0 %	86.5 %	46.3 %	68.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rmd-Times and media - Remediation of skills - Other sites - Daytime hours	0.0 %	57.7 %	24.4 %	43.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rne-Times and media - Remediation of skills - Other sites - Evening/Weekend hours	100.0 %	57.7 %	14.6 %	38.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rnpd-Times and media - Remediation of skills - Non-Face-to- Face - Print-based	0.0 %	25.0 %	17.1 %	21.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rntb-Times and media - Remediation of skills - Non-Face-to- Face - Telephone-based	0.0 %	3.8 %	14.6 %	8.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46rncb-Times and media - Remediation of skills - Non-Face-to- Face - Computer-based	100.0 %	50.0 %	43.9 %	47.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ssd-Times and media - Student study groups - Main Campus - Daytime hours	100.0 %	73.1 %	65.9 %	69.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46sse-Times and media - Student study groups - Main Campus - Evening/Weekend hours	0.0 %	57.7 %	58.5 %	58.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46smd-Times and media - Student study groups - Other sites - Daytime hours	0.0 %	28.8 %	29.3 %	29.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46sme-Times and media - Student study groups - Other sites - Evening/Weekend hours	100.0 %	21.2 %	31.7 %	25.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46snpd-Times and media - Student study groups - Non-Face-to-Face - Print-based	0.0 %	5.8 %	2.4 %	4.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46sntb-Times and media - Student study groups - Non-Face-to-Face - Telephone-based	0.0 %	3.8 %	9.8 %	6.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46sncb-Times and media - Student study groups - Non-Face-to-Face - Computer-based	0.0 %	26.9 %	26.8 %	26.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tsd-Times and media - Tutoring - Main Campus - Daytime hours	100.0 %	100.0 %	95.1 %	97.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tse-Times and media - Tutoring - Main Campus - Evening/Weekend hours	0.0 %	80.8 %	73.2 %	77.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tmd-Times and media - Tutoring - Other sites - Daytime hours	0.0 %	44.2 %	36.6 %	40.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tme-Times and media - Tutoring - Other sites - Evening/Weekend hours	100.0 %	36.5 %	34.1 %	35.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tnpd-Times and media - Tutoring - Non-Face-to-Face - Print-based	0.0 %	15.4 %	7.3 %	11.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tnnb-Times and media - Tutoring - Non-Face-to-Face - Telephone-based	0.0 %	0.0 %	24.4 %	10.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46tncb-Times and media - Tutoring - Non-Face-to-Face - Computer-based	0.0 %	38.5 %	36.6 %	37.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46usd-Times and media - Dependent care services Pre-K-12 - Main Campus - Daytime hours	0.0 %	50.0 %	34.1 %	43.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46use-Times and media - Dependent care services Pre-K-12 - Main Campus - Evening/Weekend hours	0.0 %	11.5 %	7.3 %	9.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46umd-Times and media - Dependent care services Pre-K-12 - Other sites - Daytime hours	0.0 %	5.8 %	2.4 %	4.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ume-Times and media - Dependent care services Pre-K-12 - Other sites - Evening/Weekend hours	0.0 %	0.0 %	0.0 %	0.0 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46vsd-Times and media - Dependent care services School Age - Main Campus - Daytime hours	0.0 %	19.2 %	19.5 %	19.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46vse-Times and media - Dependent care services School Age - Main Campus - Evening/Weekend hours	0.0 %	9.6 %	7.3 %	8.6 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46vmd-Times and media - Dependent care services School Age - Other sites - Daytime hours	0.0 %	1.9 %	2.4 %	2.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46vme-Times and media - Dependent care services School Age - Other sites - Evening/Weekend hours	0.0 %	0.0 %	0.0 %	0.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46wsd-Times and media - Food services - Main Campus - Daytime hours	100.0 %	78.8 %	87.8 %	82.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46wse-Times and media - Food services - Main Campus - Evening/Weekend hours	100.0 %	46.2 %	78.0 %	60.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46wmd-Times and media - Food services - Other sites - Daytime hours	100.0 %	19.2 %	17.1 %	18.3 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46wme-Times and media - Food services - Other sites - Evening/Weekend hours	100.0 %	13.5 %	14.6 %	14.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46xsd-Times and media - Parking - Main Campus - Daytime hours	100.0 %	94.2 %	97.6 %	95.7 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46xse-Times and media - Parking - Main Campus - Evening/Weekend hours	100.0 %	88.5 %	80.5 %	84.9 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46xmd-Times and media - Parking - Other sites - Daytime hours	100.0 %	65.4 %	48.8 %	58.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46xme-Times and media - Parking - Other sites - Evening/Weekend hours	100.0 %	65.4 %	48.8 %	58.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ysd-Times and media - Security - Main Campus - Daytime hours	100.0 %	88.5 %	90.2 %	89.2 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46yse-Times and media - Security - Main Campus - Evening/Weekend hours	100.0 %	90.4 %	95.1 %	92.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46ymd-Times and media - Security - Other sites - Daytime hours	100.0 %	48.1 %	43.9 %	46.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46yme-Times and media - Security - Other sites - Evening/Weekend hours	100.0 %	53.8 %	43.9 %	49.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46zsd-Times and media - Shuttle or other transpo services - Main Campus - Daytime hours	100.0 %	38.5 %	48.8 %	43.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46zse-Times and media - Shuttle or other transpo services - Main Campus - Evening/Weekend hours	100.0 %	26.9 %	43.9 %	34.4 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46zmd-Times and media - Shuttle or other transpo services - Other sites - Daytime hours	100.0 %	11.5 %	9.8 %	10.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q46zme-Times and media - Shuttle or other transpo services - Other sites - Evening/Weekend hours	100.0 %	5.8 %	9.8 %	7.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q47-Extent institution partners with other organizations to deliver student support services	Not at all	100.0 %	5.8 %	12.2 %	8.6 %
	Not very much	0.0 %	28.8 %	26.8 %	28.0 %
	Somewhat	0.0 %	34.6 %	43.9 %	38.7 %
	A great deal	0.0 %	30.8 %	17.1 %	24.7 %
	Almost always	0.0 %	0.0 %	0.0 %	0.0 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q48a-Counseling for student transitions - Non-credit to credit	0.0 %	67.3 %	29.3 %	50.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q48b-Counseling for student transitions - ABE/ESL/Developmental to college-level work	0.0 %	90.4 %	41.5 %	68.8 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q48c-Counseling for student transitions - Vocational to Academic Transfer	0.0 %	75.0 %	17.1 %	49.5 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q48d-Counseling for student transitions - Academic Transfer to Vocational	100.0 %	71.2 %	97.6 %	82.8 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q48e-Counseling for student transitions - Contract training to college-level work	100.0 %	53.8 %	90.2 %	69.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q49pro-Student support services - Proactive delivery	100.0 %	88.5 %	85.4 %	87.1 %
Students choose services on their own Faculty monitor student needs	0.0 %	11.5 %	14.6 %	12.9 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q49flex-Student support services - Flexible delivery	100.0 %	82.7 %	82.9 %	82.8 %
Services offered in standard format Services delivered flexibly	0.0 %	13.5 %	17.1 %	15.1 %

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q50-Explicit policy about responding to student inquiries and complaints that establish time period for resolve	100.0 %	50.0 %	41.5 %	46.2 %

Columbus State University

.....KEY CONSTITUENCIES.....

	Columbus State University Response	Community College Responses	University Responses	All Responses
Q51-Describe indentifying and partnering with employers addressed by institution	0.0 %	0.0 %	9.8 %	4.3 %
Not explicitly recog by institution	0.0 %	34.6 %	29.3 %	32.3 %
Often articulated, not assigned	100.0 %	30.8 %	31.7 %	31.2 %
Assigned explicitly to unit	0.0 %	34.6 %	29.3 %	32.3 %
All units expected to do this				

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q52a-Frequency surveys instructional programs - Needs for programming and services	Regularly	0.0 %	44.2 %	29.3 %	37.6 %
	Somewhat regularly	100.0 %	23.1 %	17.1 %	20.4 %
	Only occasionally	0.0 %	32.7 %	41.5 %	36.6 %
	Not at all	0.0 %	0.0 %	7.3 %	3.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q52b-Frequency surveys instructional programs - Satisfaction with programs and services provided	Regularly	0.0 %	40.4 %	34.1 %	37.6 %
	Somewhat regularly	100.0 %	25.0 %	19.5 %	22.6 %
	Only occasionally	0.0 %	30.8 %	31.7 %	31.2 %
	Not at all	0.0 %	0.0 %	9.8 %	4.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q52c-Frequency surveys instructional programs - Effectiveness of programs and services provided	Regularly	0.0 %	44.2 %	34.1 %	39.8 %
	Somewhat regularly	100.0 %	23.1 %	19.5 %	21.5 %
	Only occasionally	0.0 %	30.8 %	36.6 %	33.3 %
	Not at all	0.0 %	0.0 %	7.3 %	3.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53a-Involves employers - Defining learning outcomes	A great deal	0.0 %	19.2 %	7.3 %	14.0 %
	Somewhat	0.0 %	65.4 %	41.5 %	54.8 %
	Not very much	100.0 %	11.5 %	34.1 %	21.5 %
	Not at all	0.0 %	3.8 %	17.1 %	9.7 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53b-Involves employers - Assessing learning outcomes	A great deal	0.0 %	11.5 %	2.4 %	7.5 %
	Somewhat	0.0 %	38.5 %	36.6 %	37.6 %
	Not very much	100.0 %	44.2 %	46.3 %	45.2 %
	Not at all	0.0 %	5.8 %	14.6 %	9.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53c-Involves employers - Determining which programs to offer	A great deal	0.0 %	30.8 %	17.1 %	24.7 %
	Somewhat	0.0 %	50.0 %	48.8 %	49.5 %
	Not very much	100.0 %	19.2 %	24.4 %	21.5 %
	Not at all	0.0 %	0.0 %	9.8 %	4.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53d-Involves employers - Determining what kinds of learner services to offer	A great deal	0.0 %	5.8 %	2.4 %	4.3 %
	Somewhat	0.0 %	28.8 %	26.8 %	28.0 %
	Not very much	100.0 %	57.7 %	46.3 %	52.7 %
	Not at all	0.0 %	7.7 %	24.4 %	15.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53e-Involves employers - Determining formats and schedules for programming	A great deal	0.0 %	9.6 %	7.3 %	8.6 %
	Somewhat	0.0 %	32.7 %	24.4 %	29.0 %
	Not very much	100.0 %	46.2 %	43.9 %	45.2 %
	Not at all	0.0 %	11.5 %	22.0 %	16.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53f-Involves employers - Actively partnering to recruit students	A great deal	0.0 %	11.5 %	14.6 %	12.9 %
	Somewhat	0.0 %	50.0 %	39.0 %	45.2 %
	Not very much	100.0 %	38.5 %	29.3 %	34.4 %
	Not at all	0.0 %	0.0 %	14.6 %	6.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q53g-Involves employers - Actively partnering to deliver programs	A great deal	0.0 %	15.4 %	12.2 %	14.0 %
	Somewhat	0.0 %	42.3 %	41.5 %	41.9 %
	Not very much	100.0 %	40.4 %	31.7 %	36.6 %
	Not at all	0.0 %	1.9 %	14.6 %	7.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q54a-Contacts community based organizations - Needs for programming and services	Regularly	0.0 %	5.8 %	4.9 %	5.4 %
	Somewhat regularly	0.0 %	19.2 %	14.6 %	17.2 %
	Only occasionally	0.0 %	67.3 %	43.9 %	57.0 %
	Not at all	100.0 %	7.7 %	36.6 %	20.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q54b-Contacts community based organizations - Satisfaction with programs and services provided	Regularly	0.0 %	5.8 %	4.9 %	5.4 %
	Somewhat regularly	0.0 %	25.0 %	14.6 %	20.4 %
	Only occasionally	0.0 %	53.8 %	46.3 %	50.5 %
	Not at all	100.0 %	15.4 %	34.1 %	23.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q54c-Contacts community based organizations - Effectiveness of programs and services provided	Regularly	0.0 %	5.8 %	4.9 %	5.4 %
	Somewhat regularly	0.0 %	25.0 %	14.6 %	20.4 %
	Only occasionally	0.0 %	53.8 %	48.8 %	51.6 %
	Not at all	100.0 %	15.4 %	31.7 %	22.6 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55a-Involves community based organizations - Defining learning outcomes	A great deal	0.0 %	1.9 %	2.4 %	2.2 %
	Somewhat	0.0 %	19.2 %	26.8 %	22.6 %
	Not very much	0.0 %	42.3 %	24.4 %	34.4 %
	Not at all	100.0 %	36.5 %	46.3 %	40.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55b-Involves community based organizations - Assessing learning outcomes	A great deal	0.0 %	0.0 %	0.0 %	0.0 %
	Somewhat	0.0 %	15.4 %	19.5 %	17.2 %
	Not very much	0.0 %	44.2 %	31.7 %	38.7 %
	Not at all	100.0 %	40.4 %	48.8 %	44.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55c-Involves community based organizations - Determining which programs to offer	A great deal	0.0 %	1.9 %	4.9 %	3.2 %
	Somewhat	0.0 %	28.8 %	31.7 %	30.1 %
	Not very much	0.0 %	48.1 %	29.3 %	39.8 %
	Not at all	100.0 %	21.2 %	34.1 %	26.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55d-Involves community based organizations - Determining what kinds of learner services to offer	A great deal	0.0 %	1.9 %	2.4 %	2.2 %
	Somewhat	0.0 %	26.9 %	24.4 %	25.8 %
	Not very much	0.0 %	48.1 %	29.3 %	39.8 %
	Not at all	100.0 %	23.1 %	43.9 %	32.3 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55e-Involves community based organizations - Determining formats and schedules for programming	A great deal	0.0 %	1.9 %	2.4 %	2.2 %
	Somewhat	0.0 %	23.1 %	26.8 %	24.7 %
	Not very much	0.0 %	46.2 %	26.8 %	37.6 %
	Not at all	100.0 %	28.8 %	43.9 %	35.5 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55f-Involves community based organizations - Actively partnering to recruit students	A great deal	0.0 %	11.5 %	2.4 %	7.5 %
	Somewhat	0.0 %	38.5 %	34.1 %	36.6 %
	Not very much	0.0 %	40.4 %	31.7 %	36.6 %
	Not at all	100.0 %	9.6 %	31.7 %	19.4 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q55g-Involves community based organizations - Actively partnering to deliver programs	A great deal	0.0 %	9.6 %	4.9 %	7.5 %
	Somewhat	0.0 %	26.9 %	26.8 %	26.9 %
	Not very much	0.0 %	48.1 %	34.1 %	41.9 %
	Not at all	100.0 %	15.4 %	34.1 %	23.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q56a-Contacts unions or employee organizations - Needs for programming and services	Regularly	0.0 %	13.5 %	0.0 %	7.5 %
	Somewhat regularly	0.0 %	25.0 %	9.8 %	18.3 %
	Only occasionally	0.0 %	36.5 %	26.8 %	32.3 %
	Not at all	100.0 %	25.0 %	63.4 %	41.9 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q56b-Contacts unions or employee organizations - Satisfaction with programs and services provided	Regularly	0.0 %	9.6 %	0.0 %	5.4 %
	Somewhat regularly	0.0 %	28.8 %	7.3 %	19.4 %
	Only occasionally	0.0 %	34.6 %	24.4 %	30.1 %
	Not at all	100.0 %	26.9 %	68.3 %	45.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q56c-Contacts unions or employee organizations - Effectiveness of programs and services provided	Regularly	0.0 %	9.6 %	0.0 %	5.4 %
	Somewhat regularly	0.0 %	32.7 %	7.3 %	21.5 %
	Only occasionally	0.0 %	30.8 %	22.0 %	26.9 %
	Not at all	100.0 %	26.9 %	70.7 %	46.2 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57a-Involves unions or employee organizations - Defining learning outcomes	A great deal	0.0 %	3.8 %	0.0 %	2.2 %
	Somewhat	0.0 %	34.6 %	4.9 %	21.5 %
	Not very much	0.0 %	28.8 %	22.0 %	25.8 %
	Not at all	100.0 %	32.7 %	73.2 %	50.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57b-Involves unions or employee organizations - Assessing learning outcomes	A great deal	0.0 %	1.9 %	0.0 %	1.1 %
	Somewhat	0.0 %	28.8 %	4.9 %	18.3 %
	Not very much	0.0 %	32.7 %	22.0 %	28.0 %
	Not at all	100.0 %	36.5 %	73.2 %	52.7 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57c-Involves unions or employee organizations - Determining which programs to offer	A great deal	0.0 %	13.5 %	2.4 %	8.6 %
	Somewhat	0.0 %	25.0 %	9.8 %	18.3 %
	Not very much	0.0 %	32.7 %	19.5 %	26.9 %
	Not at all	100.0 %	28.8 %	68.3 %	46.2 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57d-Involves unions or employee organizations - Determining what kinds of learner services to offer	A great deal	0.0 %	7.7 %	0.0 %	4.3 %
	Somewhat	0.0 %	21.2 %	4.9 %	14.0 %
	Not very much	0.0 %	36.5 %	26.8 %	32.3 %
	Not at all	100.0 %	34.6 %	68.3 %	49.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57e-Involves unions or employee organizations - Determining formats and schedules for programming	A great deal	0.0 %	5.8 %	0.0 %	3.2 %
	Somewhat	0.0 %	25.0 %	9.8 %	18.3 %
	Not very much	0.0 %	34.6 %	22.0 %	29.0 %
	Not at all	100.0 %	34.6 %	68.3 %	49.5 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57f-Involves unions or employee organizations - Actively partnering to recruit students	A great deal	0.0 %	11.5 %	2.4 %	7.5 %
	Somewhat	0.0 %	30.8 %	19.5 %	25.8 %
	Not very much	0.0 %	26.9 %	17.1 %	22.6 %
	Not at all	100.0 %	30.8 %	61.0 %	44.1 %

		Columbus State University Response	Community College Responses	University Responses	All Responses
Q57g-Involves unions or employee organizations - Actively partnering to deliver programs	A great deal	0.0 %	9.6 %	0.0 %	5.4 %
	Somewhat	0.0 %	28.8 %	12.2 %	21.5 %
	Not very much	0.0 %	26.9 %	24.4 %	25.8 %
	Not at all	100.0 %	34.6 %	63.4 %	47.3 %

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

APPENDIX C

ADULT LEARNING FOCUSED INSTITUTIONAL SELF-ASSESSMENT COLLEGE AND UNIVERSITY VERSION

Note: Unless indicated otherwise, survey questions concern *all* of your undergraduate degree-seeking students. However, some of the survey questions ask only about *adult learners*. Please be alert for this distinction.

Institutional Background

1. What *specific characteristics* does your institution use to define an “adult learner” (for example, age, employment status, self-supporting, part-time, etc.)?

2. According to this definition, about what percentage of the undergraduate degree-seeking students at your institution is composed of “adult learners?”

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | Less than 10% |
| <input type="checkbox"/> | 11% to 25% |
| <input type="checkbox"/> | 26% to 50% |
| <input type="checkbox"/> | 51% to 75% |
| <input type="checkbox"/> | More than 76% |

3. Approximately what percentage of your undergraduate degree-seeking students experience most of their instruction *on-line* (or through similar modes of delivery that are not face-to-face)?

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | Less than 10% |
| <input type="checkbox"/> | 11% to 25% |
| <input type="checkbox"/> | 26% to 50% |
| <input type="checkbox"/> | 51% to 75% |
| <input type="checkbox"/> | More than 76% |

4. Please provide the following information about your institution’s overall *enrollment* (approximate Fall-Term counts that are consistent with IPEDS definitions):

Undergraduate Degree-Seeking:

FTE enrollment: _____

Unduplicated headcount enrollment: _____

Undergraduate Students Not Seeking Degree or Credential:

Credit-bearing headcount enrollment: _____

Non-credit headcount enrollment: _____

Other Undergraduate Students (non-credential-seeking, continuing education, etc.):

Credit-bearing headcount enrollment: _____

Non-credit headcount enrollment: _____

5. Please provide the following information about your *instructional staff* (approximate counts for the past academic year):

Full-time faculty (headcount): _____

Part-time faculty (headcount): _____

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Mission, Leadership and Organizational Structure

6. To what extent is your institution's *mission* guided by a commitment to serve adult learners?
- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost exclusively
7. Do members of your institution's Governing Board (Trustees, Directors, etc.) explicitly represent or actively advocate the values of serving adult learners?
- ☐ No
☐ Yes
8. To what extent has your institution developed organizational structures and processes (e.g., online admissions or dedicated financial aid counselors) that are intentionally and explicitly structured to serve adult learners?
- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost exclusively*

* If this option is chosen, please explain or provide examples on the **supplementary page** provided (page 17).

9. Which of the following best describes how the responsibility for designing and delivering instruction for adult students is organized at your institution?
- ☐ Concentrated in a special school or unit
☐ Characteristic of the entire institution
☐ No practices especially designed to serve adult learners are present
☐ Other (please describe): _____

10. To what extent is a commitment to serving adult learners emphasized in *position descriptions* and *hiring procedures* for the following positions at your institution?

	Almost always*	A great deal	Somewhat	Not very much	Not at all
President or Chief Executive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Academic Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Financial Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Student Affairs Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty or Instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions and Recruitment staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative and support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 18).

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

11. To what extent is a commitment to serving adult learners emphasized in the following *publications* or *statements* at your institution?

	Almost always	A great deal	Somewhat	Not very much	Not at all
Institutional mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brochures and view books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web sites and on-line materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public statements by top administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student orientation materials and handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recruitment and Orientation

12. Which of the following methods and venues does your institution employ to recruit prospective students in general? Which of these are targeted at and tailored explicitly for recruiting *adult learners*?

	Used	Targeted at Adults	Which are the <i>most important</i> for recruiting adult learners? (Choose 3 only)
Visits to high schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Houses for Prospective Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct mailed printed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper/magazine advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV/radio advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toll-free number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information sites in community locations (e.g., shopping malls, public libraries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one meetings with faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word of mouth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. To what extent do recruitment materials (such as view books, brochures, catalogues, web sites, etc.) emphasize *specific services* for adult learners and *visibly portray* adult learners and the adult learner experience?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always

14. To what extent do recruitment materials (such as view books, brochures, catalogues, web sites, etc.) emphasize a *diverse student population*?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

15. In general, how would you characterize the *admissions process* at your institution?
- ☐ Fixed deadlines and term-based admissions periods
- ☐ Flexible (rolling) admissions
- ☐ Both of the above
- ☐ Other (explain) _____
16. With which of the following institutions or organizations does your institution have formal *articulation agreements or policies* that allow students to gain credit for education or training received? (Check all that apply.)
- ☐ Public/private (non-profit) colleges or universities
- ☐ Proprietary (for-profit) colleges or universities
- ☐ Corporate training programs
- ☐ Trade union or community-based training/educational programs
- ☐ Governmental training programs (state, local, federal, military)
17. In which of the following areas do recruitment materials specifically emphasize your institution's role in helping students accomplish a next step in their education or career (Check all that apply)
- ☐ Transfer or gain admission to another institution at a higher level
- ☐ Successfully transition from developmental to college-level work at your own institution
- ☐ Obtain occupational/vocational certification
- ☐ Obtain employment in a new job
- ☐ Obtain skills for advancement in present job
18. To what extent does your institution have explicit assessment or enrollment mechanisms for transitioning students from non-credit offerings (such as ABE or ESL) to credit-based offerings?
- ☐ Not at all
- ☐ Not very much
- ☐ Somewhat
- ☐ A great deal

19. About what proportion of the *entering students* at your institution experience each of the following?

	Proportion of Students				
	All	Most	Some	Almost none	Not available
Participation in an orientation or planning course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of academic needs and deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to discuss how to address academic deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to determine goals for enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to assess and overcome specific barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual contact (face-to-face or on-line) to identify specific goals for further study elsewhere (e.g. intended institution, planned field of study, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A single advisor or point of contact from whom to seek help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial contact with peers to create a sense of community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of prior learning (other than examination-based)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive assistance with transcript evaluation and transfer of credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Proportion of Students				
	All	Most	Some	Almost none	Not available
A study contract or individualized plan of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tuition and Financial Aid

20. Which of the following approaches to supporting the costs of attendance are available at your institution? Which are available for *part-time* adult attenders?

	Available	Available for part-timer adults
Federal financial aid	<input type="checkbox"/>	<input type="checkbox"/>
State financial aid	<input type="checkbox"/>	<input type="checkbox"/>
Institutional scholarships and grants	<input type="checkbox"/>	<input type="checkbox"/>
Deferred/flexible tuition payment	<input type="checkbox"/>	<input type="checkbox"/>
Full payment due on tuition reimbursement by employer	<input type="checkbox"/>	<input type="checkbox"/>
Payment by credit card	<input type="checkbox"/>	<input type="checkbox"/>
Third-party billing to employers	<input type="checkbox"/>	<input type="checkbox"/>
Variable fees based on use of services	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

21. Does your institution offer sources of financial support that are *designated specifically for adult learners*?

☐ No

☐ Yes (please describe) _____

22. Does your institution employ an individual explicitly assigned to assist students in preparing documentation for third-party payers or reimbursement (such as employer tuition assistance or agency support)?

☐ No

☐ Yes (please describe) _____

23. Which of the following methods are available to your students that recognize the special needs and circumstances of *adult learners*?* (Check all that apply.)

☐ Special eligibility provisions for adults are clearly highlighted.

☐ Allowances are added to budgets for dependent care.

☐ Allowances are added to budgets for the cost of commuting.

☐ Adjustments to budgets are made when actual costs exceed estimates.

☐ Other (specify) _____

*Note: For purposes of financial aid classification, such students will be termed "Independent" or "Self-Supporting."

24. For each of the following categories and for the last fiscal year, approximately what percentage of the *total financial aid funds* disbursed at your institution were awarded to *adult learners* in each of the following categories?

	Less than 25%	26-50%	51-75%	More than 75%
Federal and state grant funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal and state loan funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

Teaching and Learning

25. Which of the following *modes of instructional delivery* are used at your institution? Which of these constitute a *significant* feature of your instructional approach—i.e., are experienced by at least 15% of your undergraduate degree-seeking students? (Check all that apply.)

	Significant mode	Available mode	Not available
Face-to-face delivery (daytime hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (evening hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (before working hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (weekend)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-to-face delivery (workplace at any time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recorded (one-way) video or audio delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive (two-way) video or audio delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asynchronous print-based (correspondence) delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronous (live) computer-based delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asynchronous computer-based delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Externships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent is each of the following a typical feature of the *curriculum* at your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Modular course formats of varying lengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency-based curriculum design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized or self-paced instructional formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis on cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready transferability of credit earned elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive “early warning system” to reach out to students who are not showing progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-led courses or student-organized group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cohort based approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accelerated approaches (e.g., 6- to 8-week courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible academic calendar with continuous offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 19).

27. To what extent is each of the following frequently employed in the *learning experiences* offered by your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Applied or “hands-on” experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration and group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulations/role-playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	Three-fourths or more*	About half	Much less than half	Not at all
Use of student's own life and work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance-based assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that point toward knowledge and skills that graduates will be expected to apply in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships or other work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear learning outcomes established and communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substantial use of web and/or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted in workplace or community settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodic assessments of learning [other than grades]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompt feedback on performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 20).

28. To what extent is each of the following a prominent feature of the *individual learning experience* at your institution?

	Three-fourths or more*	About half	Much less than half	Not at all
Individualized and ongoing assessment of progress, deficiencies, and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized learning plans or contracts tailored to accommodate students' work and life commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized approaches to learning (e.g., learning style, study habits, multiple intelligences, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear plan of study showing what needs to be accomplished and when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready availability of face-to-face tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ready availability of remediation to address deficiencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent contact with mentors/advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive intervention by mentors/advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in graduation ceremonies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please provide examples or details on the **supplementary page** provided (page 21).

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

29. Is placement into developmental work mandatory at your institution if deficiencies in basic skills are discovered?

- ☐ Our institution does not offer developmental work
- ☐ No, students are only advised of their test scores
- ☐ Students are advised to take basic skills or remedial courses
- ☐ Students must take basic skills or remedial courses

30. Does developmental work at your institution visibly connect or articulate with subsequent college-level work with respect to content or topics covered (e.g. similar problems, applications, contexts)?

- ☐ Our institution does not offer developmental work
- ☐ No
- ☐ Sometimes
- ☐ Yes

31. Does your institution actively monitor former student experiences at transfer institutions or graduate schools to determine:

	Regularly	Occasionally	Rarely	Not at all
Whether any of your credits count toward a degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The majors or programs your former students enroll for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How effectively prepared your former students are for their current course of study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. How well aligned are the following with respect to content and expected performance levels:

	Very Well	Partially	Not Well	Not at all
High school exit standards and your college's expectations for first-year college-level work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your college's developmental exit standards and its expectations for first-year college-level work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your college's degree standards and the admissions requirements of the graduate schools your graduates attend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

33. To what extent are students at your institution able to easily check transfer requirements for multiple transfer institutions against their own academic records (e.g. through a "degree audit" system)?

- ☐ Very Easily
☐ Somewhat Easily
☐ Possible, But Not Easy
☐ No Capability to Do This

34. Are mechanisms in place for students at your institution to obtain credit toward a degree for previous work-related credentials or prior non-credit work (check all that apply)?

- ☐ Some Regular Academic Majors
☐ All Regular Academic Majors
☐ Some Vocational/Professional Programs
☐ All Vocational/Professional Programs

Faculty Recruitment and Development

35. Approximately what percentage of the faculty teaching at your institution are employed elsewhere in a professional, non-teaching capacity in their area of expertise?

	Less than 25%	26-50%	51-75%	More than 75%
Full-time faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please indicate whether or not a commitment to serving adults and the application or knowledge of adult learning principles is explicitly emphasized in each of the following:

	Emphasized	Not Emphasized	Not Applicable or Not Present
<u>For full-time faculty:</u>			
Position announcements and recruitment materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation criteria for promotion or salary increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>For part-time faculty:</u>			
Position announcements and recruitment materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation criteria for promotion or salary increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Which of the following statements best describes how your institution supports its faculty in working with adult learners?

- ☐ No systematic approach
☐ Reactive
 (Faculty are encouraged to learn more about adult learning principles and, on request, provided with appropriate resources and materials)
☐ Mostly reactive
 (As above)
☐ Mostly proactive
 (As below)

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

☐ Proactive*

(Intentional and systematic approach involving proactive contact with substantial numbers of faculty, highly visible and utilized resources like a Teaching-Learning Center, and widespread participation in faculty development activities centered on adult learning)

* If this option is chosen, please explain or elaborate on the **supplementary page** provided (page 21).

38. To what extent do faculty teaching at your institution *actively collaborate* across disciplines, departments or areas of study to create interdisciplinary or problem-based learning experiences?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always

39. To what extent do faculty at the department level at your institution seek out and work directly with their counterparts at transfer or graduate institutions to map requirements and align standards for student performance?

- ☐ Not at all
☐ Not very much
☐ To some extent
☐ A great deal

40. To what extent do faculty at the department level at your institution seek out and work directly with employers, trade groups, or union representatives to map requirements and align performance standards to expectations in the workplace?

- ☐ Not at all
☐ Not very much
☐ To some extent
☐ A great deal

41. In faculty development workshops that focus on how to address each of the following topics, how would you describe the participation of faculty teaching at your institution?

	Three-fourths or more	About half	Less than half	Not offered
<u>For full-time faculty</u> —workshops on how to:				
Create active learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create collaborative learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate student life experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ culturally-responsive teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>For part-time faculty</u> —workshops on how to:				
Create active learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create collaborative learning situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate student life experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assess prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employ culturally-responsive teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Does your institution have a training or orientation program that addresses principles and approaches to adult learning for new *full-time faculty* teaching at your institution?

- ☐ Not applicable
☐ No
☐ Yes (please describe) _____

If yes, are new *full-time faculty* required to participate?

- ☐ No
☐ Yes

43. Does your institution have a training or orientation program that addresses principles and approaches to adult learning for new *part-time faculty* teaching at your institution?

- ☐ No
☐ Yes (please describe) _____

If yes, are new *part-time faculty* required to participate?

- ☐ No
☐ Yes

44. To what extent does mastery of adult learning principles count in hiring decisions for new faculty who will teach at your institution?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always

45. To what extent does mastery of adult learning principles count in promotion, tenure or continuing employment decisions for faculty teaching at your institution?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always

Student Services

46. Please indicate whether students at your institution can *receive substantial services* or *fully complete a transaction* from either institutional or unit resources at each of the times and/or through each of the media shown. *Substantial services* means, for example, being able to interact with an advisor to determine which courses to take. *Fully completing a transaction* might be receiving accurate financial aid information and being able to file forms to apply for financial aid (not just getting information about how to do it). [Check each box that applies.]

	FACE-TO-FACE				NON-FACE-TO-FACE		
	Main Campus		Other Sites		Print-Based	Telephone-Based	Web- or Technology-Based
	Daytime Hours	Evening/Weekend Hours	Daytime Hours	Evening/Weekend Hours			
Academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	FACE-TO-FACE				NON-FACE-TO-FACE		
	Main Campus		Other Sites				
	Daytime Hours	Evening/ Weekend Hours	Daytime Hours	Evening/ Weekend Hours	Print- Based	Telephone- Based	Web- or Technolog Based
Book purchases/distribution of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bursar/business office services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment/Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visible mechanisms to help students change programs at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability information/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health information/programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluation of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources/library services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prior learning assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remediation of skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student study groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependent care (Pre-K-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Dependent care (School Age)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Food services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A
Shuttle or other transportation services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	N/A

47. To what extent does your institution *partner* with other organizations (e.g., community-based organizations, employers, other postsecondary providers) to deliver student support services?

- ☐ Not at all
☐ Not very much
☐ Somewhat
☐ A great deal
☐ Almost always*

* If this option is chosen, please provide some examples on the **supplementary page** provided (page 23).

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

48. In which of the following areas does your institution provide specific counseling designed to help students make transitions (Check all that apply)?

- ☐ Non-credit to credit
- ☐ ABE/ESL/Developmental to college-level work
- ☐ Contract training to college-level work
- ☐ Choosing a major at your institution
- ☐ Changing majors at your institution

49. Which of the following statements best characterizes your institution's *overall approach* to providing student support services?

Proactive delivery (choose one):

- ☐ Students are provided with information about services and, for the most part, choose which to use on their own.
- ☐ Faculty and staff continuously monitor individual student needs and conditions, and proactively contact students to direct them to appropriate services.*

Flexible delivery (choose one):

- ☐ Most services are offered in a standard format, with each student receiving similar treatment.
- ☐ Services are delivered flexibly and are tailored to meet the needs of individual students.*

* If either of these options is chosen, please provide additional explanation on the **supplementary page** provided (page 24).

50. Does your institution have an *explicit policy* about responding to student inquiries and complaints that establishes a specific time period within which the student should be re-contacted or the matter resolved?

- ☐ No
- ☐ Yes (please specify the required time period)_____

Key Constituencies

51. Which of the following statements best describes how responsibility for identifying and partnering with employers or community-based organizations is addressed at your institution:

- ☐ Such responsibility is not explicitly recognized by the institution.
- ☐ Such responsibility is often articulated, but not explicitly assigned.
- ☐ Responsibility is assigned explicitly to a particular unit.
- ☐ All units are expected to take responsibility for this.

52. Please describe how frequently your institution formally surveys or otherwise contacts *employers* about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

53. Please describe the extent to which your institution actively *involves employers* in the following:

	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 25).

54. Please describe how frequently your institution formally surveys or otherwise contacts *community-based organizations* (e.g., non-profit corporations, churches, community centers) about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

55. Please describe the extent to which your institution *involves community-based organizations* (e.g., non-profit corporations, churches, community centers) in the following:

	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 26).

56. Please describe how frequently your institution formally surveys or otherwise contacts *trade unions or employee organizations* about the following aspects of credit-bearing instructional programs:

	Regularly	Somewhat regularly	Only occasionally	Not at all
Needs for programming and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of programs and services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57. Please describe the extent to which your institution *involves trade unions or employee organizations* in the following:

	A great deal*	Somewhat	Not very much	Not at all
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EXPECTATIONS AND REALITY FOR ADULT STUDENTS

	A great deal*	Somewhat	Not very much	Not at all
Defining learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which programs to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining what kinds of learner services to offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining formats and schedules for programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to recruit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively partnering to deliver programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* If this option is chosen for more than half of the items, please explain a bit more fully on the **supplementary page** provided (page 27).

EXPECTATIONS AND REALITY FOR ADULT STUDENTS

VITA

Name	John Thomas Helton
Place of Birth	Phenix City, Alabama
Date of Birth	June 3, 1949
High School	Anniston High School Anniston, Alabama Graduated June 1966
Bachelor of Music	Samford University
Music Education	Birmingham, Alabama Conferred June 1971
Master of Education	University of Alabama
Higher Education Administration	Tuscaloosa, Alabama Conferred June 1998
Doctor of Education	Columbus State University
Educational Leadership and Curriculum	Columbus, Georgia Conferred May 2013
Present Position	Vice President for Business and Finance Columbus State University Columbus, Georgia